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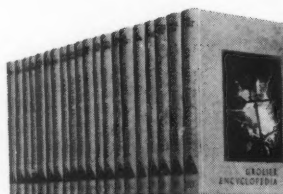
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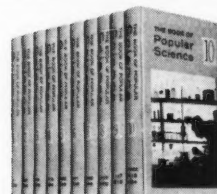
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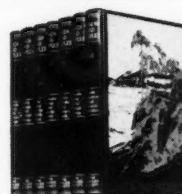
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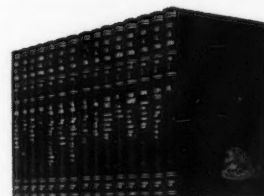
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

Editorial Consultant on Audio-Visual Aids

AMERICAN FILM PRODUCERS

1600 Broadway
New York 19, N. Y.

Rescue Breathing

22 minute, 16mm. sound film, black and white \$110, color \$200.

In keeping with the extensive use now being made of mouth-to-mouth breathing, this film, suitable for junior and senior high and adults and special groups concerned with first aid, fills a definite current need. Since a real-life demonstration of this technique is not usually practical, the film serves the purpose admirably. The dramatic events pictured portray situations in which a person's natural breathing does not function. The question is posed, "What would you do to restore such a person's breathing?" A detailed demonstration shows how a nurse applies mouth-to-mouth breathing to save the life of a doctor who can no longer breathe. She tilts back the patient's head, moves the tongue so it will not prevent the passage of air, closes his nostrils, and placing her mouth over his, rhythmically blows air into his mouth. Laboratory apparatus and animation show the greater efficiency of mouth-to-mouth rescue breathing over the arm-lift method.

Shown, too, are several other actual situations in which mouth-to-mouth breathing is effective in saving lives. Among these are a drowning rescue, and saving of victims of electrical shock, choking, overdose of drugs, and automobile exhaust.

ENCYCLOPEDIA BRITANNICA FILMS

1150 Wilmette Ave.
Wilmette, Ill.

Mother Deer and Her Twins

16mm. sound, 11 minute, color or black and white film.

Designed for primary and intermediate grades, this film opens with a series of lovely springtime scenes. Everywhere there is evidence of this season of rebirth and new birth. Frozen streams have thawed and once again dance and tumble over the rocks. Wild flowers are in bloom. In the woodlands we see young robins, skunks, and rabbits. Baby fawns are more difficult to see because their coats are almost the color of dry leaves and spots of sunlight. Our fawns, Fleet and Shy, are only two days old and are very hungry. They are so young and weak that mother lies down

to let them nurse. While they nurse, mother cleans her babies until their coats are smooth and shiny.

One week later the fawns are much stronger and are walking better. They can stand to nurse now. Mother deer, always alert to danger, moves her twins to different hiding places every day. As they grow older, mother permits them to go a little farther away. One day, Fleet, the male fawn, wanders off and is seen by a hungry coyote. Sensing the danger, Fleet runs to his mother—for now his legs are strong and swift enough to save him. Soon the fawns are old enough to care for themselves. We see them browsing about in search of food. Although deer usually eat in the early morning, they do not chew their food until later. Deer chew food as cows do—in little balls called cuds.

When autumn comes, Fleet and Shy are six months old. Everywhere deer are eating and growing fat in preparation for the long hard winter. Acorns, nuts, and the tender leaves of trees are consumed in great quantities. We see a young buck with antlers, and learn that bucks grow new antlers each year. We watch as a buck rubs the velvet from his antlers.

Shy and Fleet, as winter comes, can be seen roaming the forest alone. Their coats have changed to gray, and they are much less conspicuous in winter. Now the deer come together in small herds; each herd is led by one of the older deer. In the closing scene, Fleet and Shy prance off into the distance through the winter snow.

CORONET INSTRUCTIONAL FILMS

Coronet Building
Chicago 1, Ill.

Each of the three following films presents timely information in science. Each has a helpful teacher's guide.

The Sun and How It Affects Us

16mm. sound, 11 minute, color or black and white film designed for grades four through nine.

The purpose of this film is to develop an understanding of the physical characteristics of the sun and its relationship and importance to the earth.

The Sun and How It Affects Us is a direct approach to a study of the sun, going from the more familiar information about it (information that comes through direct observation) to the less familiar (that

which concerns details of its physical nature and activities). The film stresses three major areas: the importance of the sun to our earth; basic physical information about the sun and its atmosphere; and the physical relationship between the earth and the sun.

Unique telescopic motion pictures of the sun made by major solar observatories with the use of special instruments, show the corona, prominences, sun spots, flares, and other aspects of the sun. An important value of this film lies in its "showing and clarifying those concepts which are difficult to describe or illustrate in a textbook, difficult for a teacher to demonstrate or describe in class—information which can best be portrayed through motion pictures."

The Moon and How it Affects Us

16mm. sound, 11 minute, color or black and white film.

Especially appropriate for intermediate grades and junior high and above, this film is of particular interest since the Russian missile reached the moon and stirred up increased curiosity concerning it. The information presented in the film is organized around the interest of Tom and Jimmy whose father permits them to use his telescope. Around what they see when they look through it, there is woven the information which the film presents.

The main purpose of the film is to present visually important concepts concerning the physical characteristics of the moon and its relationship to the earth.

With interest mounting in outer space and space travel, *The Moon and How it Affects Us* provides a detailed portrayal of basic facts known about the moon. A physical description of the moon; its movements and position in relation to the earth; the effect the moon has on the earth; and recent developments in satellite research—are all colorfully pictured. Viewers will learn what causes tides on the earth, what causes eclipses and the phases of the moon, and how much remains yet to be understood by scientists of the future.

Utilizing telescopic photographs and motion pictures of the moon's surface, *The Moon and How it Affects Us* gives a close up view of our nearest neighbor in space. Photographs of the moon's phases and views of the ocean at high and low tides, combine with art animation to clarify the difficult concepts involved. Motion pictures

(Continued on page 6)

Evaluations of AV Aids

(Continued from page 5)

are used to show an actual eclipse, and to make this phenomenon more understandable.

This timely film includes views of the launching of a satellite. Camera close-ups show the rocket prior to firing and immediately after it leaves the launching platform, with long shots of it shooting into space.

Beyond the Solar System

16mm. sound, 11 minute, black and white

film for grades four through nine.

The purpose of this film is to present some of the basic knowledge that man has of the universe and the bodies it contains, stressing the region which lies beyond our solar system.

The film points out that the sky and the stars have always been a subject of wonder and speculation. People, from earliest known times to the present, have sought meaning and order in the universe. Early explanations were fanciful and picturesque. Today we know that the sun is the center of a great system of planets, moons, and asteroids that revolve around the sun,

called the solar system.

Beyond Our Solar System presents basic information about stars—variations in size, color, and temperature, and their distances from each other. It examines and discusses constellations, nebulae, star clusters, the Milky Way, and other galaxies and shows their relation to the universe. Beginning with the solar system, the film progresses in an order from the most immediate to the most distant, enabling the student to orient himself and the earth in relation to the stars with which he is becoming acquainted.

Time-lapse photographs show star trails made by circumpolar constellations around the North Pole, and others show the relative movement of stars in double star systems, revolving around one another. Photographs taken through high-powered telescopes capture such phenomena as exploding stars—nova and supernova—before and during explosion, nebulae, and star clusters.

Alaska: A Modern Frontier

16mm. sound, 10 minute, black and white, or color film.

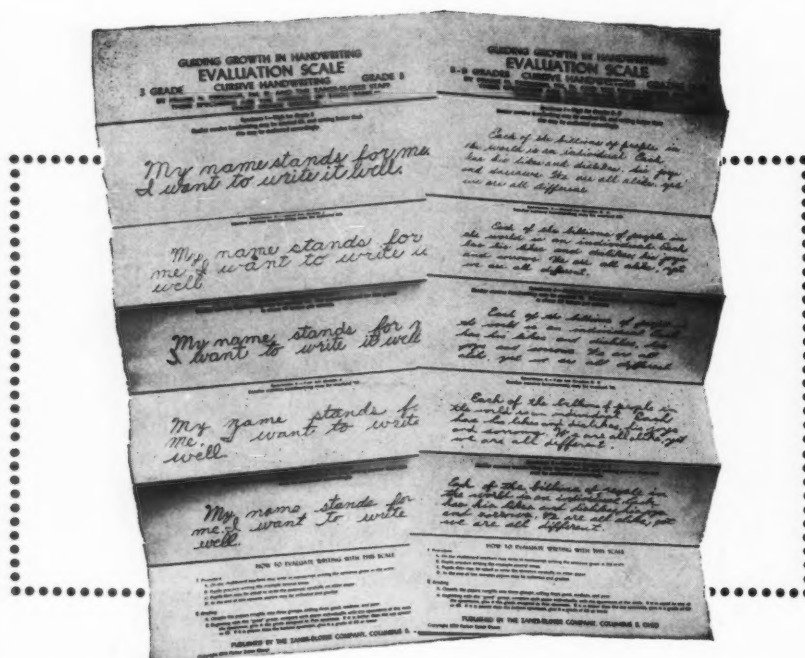
Designed for intermediate grades and beyond including adult groups, this compact film in its introduction of our forty-ninth state attempts to achieve the following objectives:

1. To familiarize students with Alaska as part of the United States—a big new land which is undergoing rapid development.
2. To give students some idea of how people live in Alaska, and the problems they face in this "pioneer" land.
3. To outline the importance of Alaska to us in terms of its natural wealth.
4. To outline the importance of Alaska in terms of its relation to world air routes.
5. To stimulate further thinking about the potential value and development of Alaska in the future.

The first part of the film gives a brief overview of Alaska showing by map superimposition that it is about one fifth as large as the combined 48 states. Its location, physical features, and climate are shown in explanation of Alaskan industries and life among the people in the various parts of Alaska. For example, it shows that Alaska extends about 1200 miles from north to south. It has a variety of climate. North of the Arctic Circle, the summers are cool; the ground is always frozen just below the surface. But, in Central Alaska, the heat of summer is about the same as in New York City.

The film further emphasizes that Alaska is a land rich in natural resources. Its economic and military importance has only begun to be realized. Events of the last decade have brought Alaska closer to the United States and have made the people in the United States more keenly aware of the resources of this land and how they may be developed.

(Concluded on page 10)



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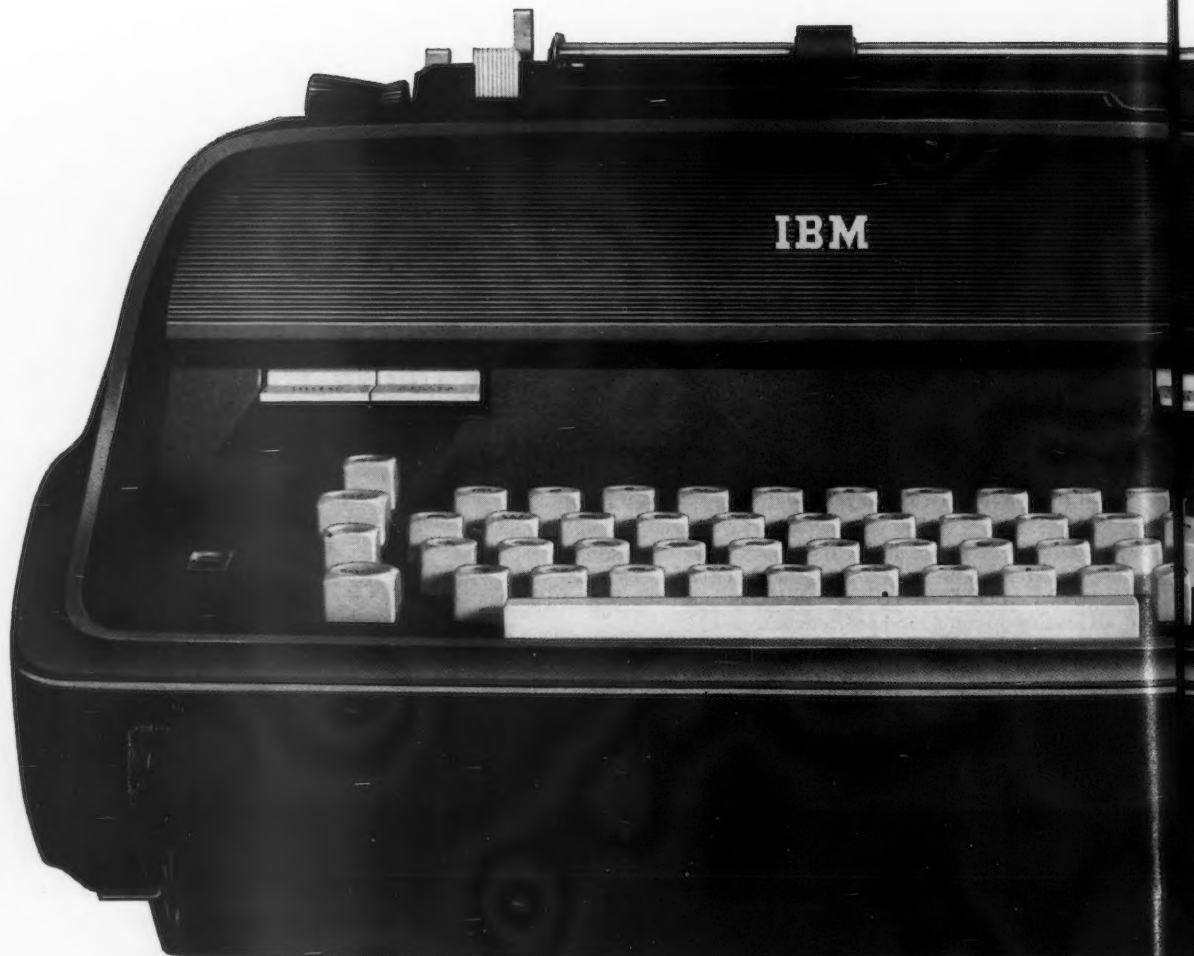
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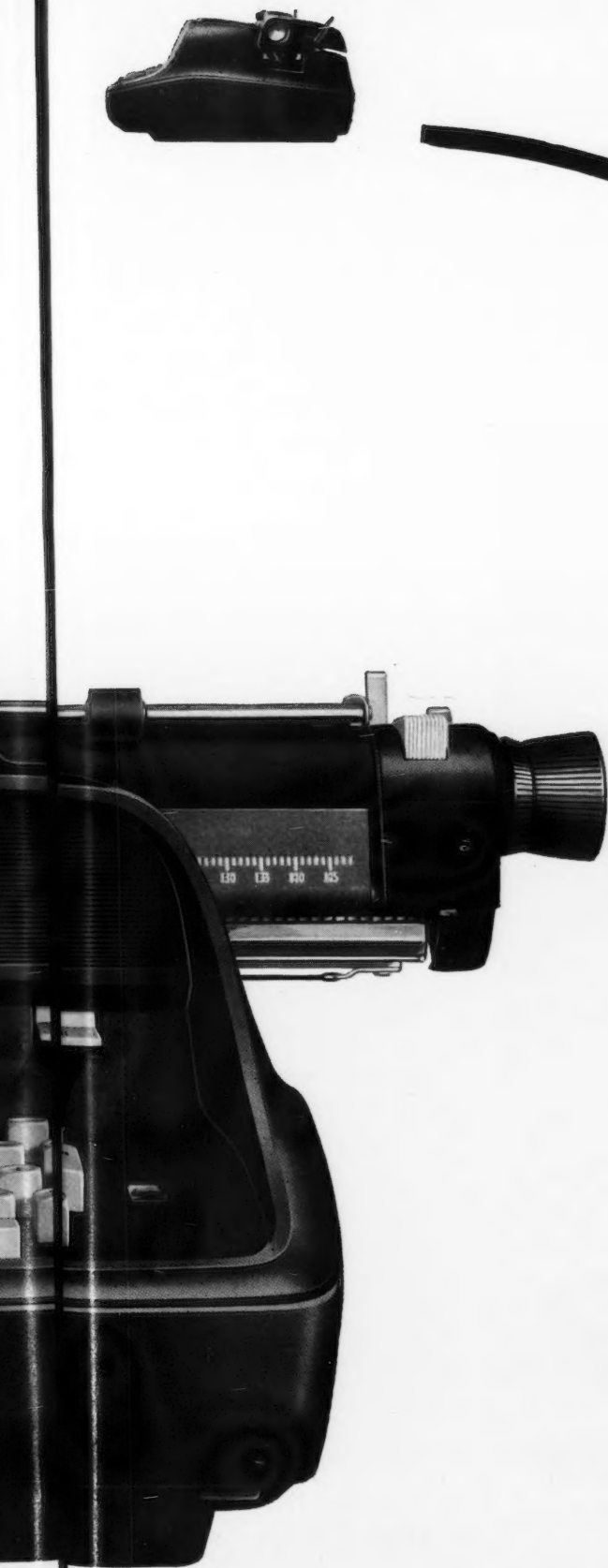


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Evaluations of AV Aids

(Concluded from page 6)

Alaska lies in that area we sometimes call "the roof of the world." It is along the routes of world airlines. Alaska is shown as a large region with a vast potential of ores, forests, furs, and fish. In its location and in its natural resources, Alaska is of great economic and military importance to the future of our country and the world.

The teacher's guide which accompanies the film supplies an analysis of the content covered and gives suggestions for effective use.

McGRAW-HILL CO.

330 W. 42nd St.

New York 36, N. Y.

Speech: Effective Listening

16mm. sound, 15 minute, black and white film.

The purposes of this film designed for use with high school, college, and adult groups are:

1. To demonstrate the importance of effective listening in the communication process.

2. To point out the obstacles to effective listening and to suggest ways for the listener to become aware of these obstacles

and to remedy them.

This motion picture begins with a scene of two men riding along in a car. One of the men is talkative and intent on telling his friend all about his ability as a bowler. We soon learn that the friend, though appearing to listen, is really thinking his own thoughts. At this point the narrator says, "Today . . . so much is being said . . . that it is important to master the ability of 'tuning in' and 'tuning out' at the right time. This ability to control your listening is called effective listening."

We hear sounds, but our minds must identify and interpret the sounds we hear. Listening is the process of attempting to understand what we hear. To do this we should try to receive and retain the substance of the speech. However, there are several obstacles to effective listening: day-dreaming, detouring, debating, and private planning, each of which is shown on a flannel board and demonstrated.

These obstacles, the narrator points out, usually occur because the listener can think much faster than the speaker talks. This means the mind has "spare time" to think of other things. There are good listening habits that can be developed: (1) Evaluate your listening habits; (2) Select a good listening post; (3) Develop an interest; (4) Relate your thinking; (5) Expect important points; (6) Get it now. These points are shown and discussed and the narrator makes a general summary in these words:

"Effective listening is primarily a matter of attitude. There is no trick or technique that will guarantee results. It is a matter of desire to listen on the part of the individual. It is each person's free choice to decide what he wants to do about effective listening."

ARTHUR BARR PRODUCTIONS

1265 Breeze Ave.
Pasadena, Calif.

Christmas in Denmark

This 16mm. sound, 8 minute, color film shows preparations for Christmas in a Danish home. The family decorates the various rooms of the home and also remembers the birds with a sheaf of wheat attached to a post in the yard and tallow in the tree. Elaborate foods are prepared in the kitchen, and greatly enjoyed in a dignified manner at the Christmas Eve dinner as well as during the entire Christmas season when the many friends drop in to visit. The emphasis is mainly upon gifts and the good times the family enjoys. The true significance of Christmas is omitted.

In Line for Enrollment

The shortage of space in Catholic schools was dramatized at Freeport, L. I., N. Y., on the night of April 7 when 100 parents waited on the sidewalk all night to capture the few vacant places at Our Holy Redeemer School.



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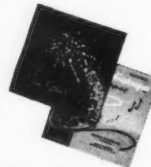
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JOHN TREANOR

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New Books

Crucial Issues in Education

By H. Ehlers and G. C. Lee. Cloth, 342 pp., \$3.75. Henry Holt & Co., Inc., Chicago 11, Ill., 1959.

When the first edition of this book appeared in 1955 it was rated as one of the ten best titles in education by the N.E.A. The first edition sold out very quickly indicating its wide appeal. The new edition has been expanded considerably, thereby extending its scope and usability.

The basic issues treated in the text are censorship and academic freedom, freedom in education, religion, morals and education, racial segregation, and federal support in education (equalization of educational opportunity), the aims and ends of modern education, and the schooling of the gifted (the direction and design of the curriculum).

Each part of the book is prefaced by the authors' introductory remarks. These are followed by selections presenting opposing viewpoints. Each part is concluded by a good list of study questions and a bibliography of selected readings.

The authors have been very fair in selecting representative readings on each issue and their own comments have been objective. This characteristic enables the reader to delve into the issues without being biased by the editorial comments. Such is not the case in some reading books on crucial issues.

There are many possible uses of this volume. It might serve as a basic text in courses dealing with critical issues in education. Undergraduate students in philosophy or principles of education courses might find it very helpful as a supplementary text in which the practical applications of the various philosophical views in educational theory are pointed up. More advanced parent-teacher study groups can find a wealth of material for their discussions.

In general, this book exhibits good combination of the practical and theoretical in its treatment of the main controversial issues in education. Though some readers may feel that there are other issues of greater importance, such as the nature of man, a close reading will show that these are touched upon as sub-issues of the five main ones presented.

A. M. Dupuis
Marquette University

Why Capable High School Students Do Not Continue Their Schooling

By Wendell W. Wright and Christian W. Jung. *Bulletin of the School of Education Indiana University*, Vol. 35, No. 1, Jan., 1959. \$1. Indiana University Bookstore, Bloomington, Ind.

An analytical report of a study of 1955 graduates of Indiana high schools who were in the upper 10 per cent of their class and did not attend college. The first outstanding conclusion, one not pertaining to the subject of the investigation, was that among the high school students in the upper 10 per cent, the girls outnumbered the boys two to one. The first pertinent fact revealed was that the boys in this group continued their education at college in 85 per cent of the cases and the girls in 64 per cent of the cases.

The reasons why these capable students who

(Continued on page 16)

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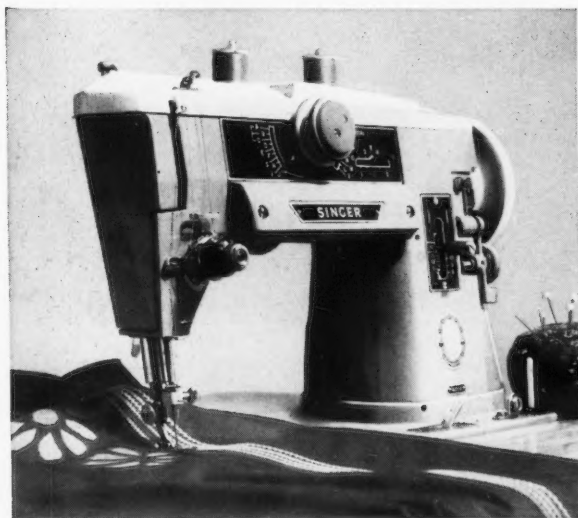
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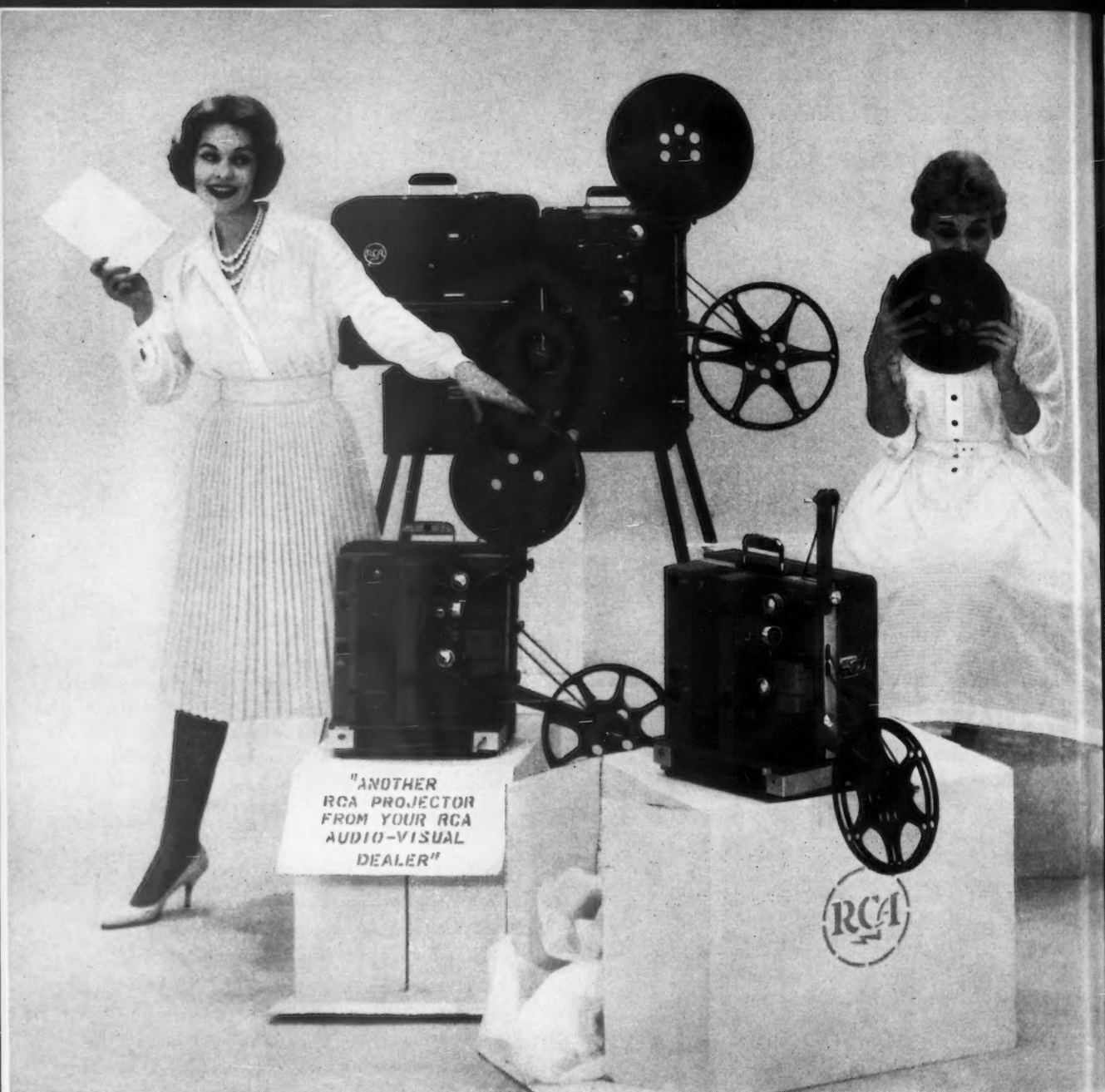
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NEW BOOKS

(Continued from page 12)

were studied did not attend college were various. The tabular statistics give the reader individual answers.

This booklet is to be recommended to counselors and educators concerned with the problem of conserving our human resources.

On Mathematics and Mathematicians

By Robert E. Moritz. Paper, 410 pp., \$1.95. Dover Publications, New York 14, N. Y.

This reprint, made up of some 1140 anecdotes, aphorisms, and brief extracts from the writings of famous writers, mathematicians, scientists, and unknown scholars, is usable in the math classrooms. The modern teacher may not agree with some of the quotes, which range from the most profound wisdom to delightful nonsense, but he can use many of them to spice his instruction which may at times become a bit dreary.

Readings in Sociology

By Gordon C. Zahn. Paper, 297 pp., \$2.25. The Newman Press, Westminster, Md.

The present readings are taken from recent periodicals and books and are intended to provide a cross section of present-day thinking on the major aspects of sociology and social problems. A final series presents Catholic social philosophy. The most valuable sections of the book are the editors' commentaries.

Principles and Problems of Catholic Adult Education

Ed. by Rev. Sebastian Miklas, O.F.M.Cap. Paper, 232 pp., \$3. The Catholic University of America Press, Washington 17, D. C.

This is a carefully edited report of the 1958 workshop on adult education held at the Catholic University. Part I includes the several papers on the philosophy and the methods of adult education; Part II summarizes the seminars; and Part III embraces brief basic presentations of the work carried on by NCWC, the psychology of adult education, and a brief bibliography.

Reading for Effective Living

By J. Allen Figurel. Paper, 208 pp., \$2. Scholastic Magazines, New York 36, N. Y.

This is a report of the proceedings of the 1958 convention of the International Reading Association. The papers are intended to reflect current opinion on (1) the necessity of reading for effective present-day living, (2) developing basic reading skills, (3) fostering personal development through reading, (4) understanding and helping the poor reader, (5) creating books for children, and (6) special problems in teaching reading and supervising reader instructional programs.

Meister Eckehart Speaks

Ed. by Otto Karrer. Cloth, VI and 72 pp., \$2.75. Philosophical Library, New York 16, N. Y., 1957.

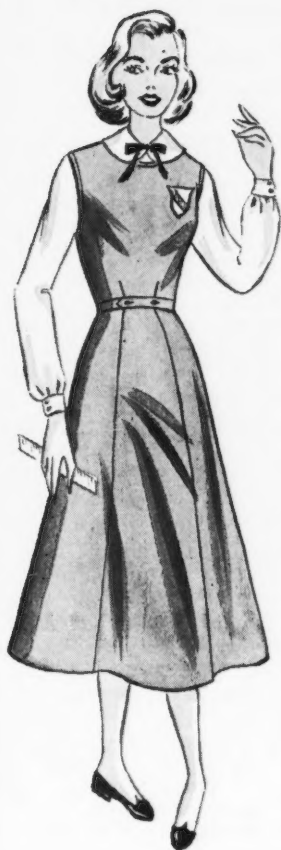
This booklet is "a collection of the teachings of the famous German mystic with an introduction by Otto Karrer." It is translated from the German by Elizabeth Strakosch. It carries the imprimatur of an auxiliary bishop of Westminster in England.

These discourses of Meister Eckehart, a 13th and 14th century Dominican, were given mostly to Dominican religious women. They accentuate the love of God and the pursuit of the will of God. The Meister follows the theology and philosophy of St. Thomas Aquinas and St. Augustine.

(Continued on page 92)

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The GIFTED Need Our Attention

By Sister M. Florence, O.S.F.

Lourdes Junior College, Sylvania, Ohio

■ At the meeting of the National Council of Teachers of English during the 1958 Thanksgiving holidays in Pittsburgh, Pa., one of the keynote programs gravitated toward the discussion of "Teaching the Superior or Gifted Students." A survey of what is being done for these students in various parts of the country was presented. Most of the speakers were in one way or another associated with Foundation programs sponsored for the twofold purpose of discovering gifted or superior children and of providing grants for their education. The discussions that ensued were revealing, and, to say the least, provocative.

Who Is Superior or Gifted?

Statistics reveal that about one per cent of our national school population is "gifted," and about 15 to 20 per cent is "superior." This classification alone, of course, implies a distinction between the gifted and the superior. An IQ test has been used for the national screening. However, the IQ factor is not the sole determinant, although it does prove sufficiently reliable for general testing purposes. Individual tests, then, have been given to all students who rated an IQ of 130 or more on the general test. The so-called "gifted" have achieved a ranking somewhere in the area of an IQ of 200 or more, and there seems to be only a handful of these in the United States. In the city of Pittsburgh, for example, there has been

found only one such child, a four-year-old girl with a reading ability of a sixth grader. Parenthetically, we may comment here that the reading ability of the gifted must be measured constantly, for it must at all times remain commensurate with his intellectual potential. Anyone with an IQ between 130 and 150, then, has been rated as "superior."

The precocious "gifted" child can be identified easily in a group, the research committee notes. He is self-taught, planning his own reading program, curious about a variety of things, possessing a high retention ability, using an advanced vocabulary, and being always on the alert to contribute to others. When the teacher has discovered such a child, she must follow him up with critical criteria. She must, above all, observe his hobby and reading interests, and provide ample opportunity for expansion of both. The "gifted" child, contrary to general belief in the compensation theory, is gifted in all things. He seems to have more of everything—brains, brawn, and beauty as well.

Early Identification Needed

When is the gifted child to be identified? As soon as possible; the age of five is ideal. The screening should not be deferred, for the high school age is often too late. Such children must be definitely identified on the elementary level if they are to be helped at all, for only too often does the

environment in which they find themselves stunt their intellectual growth. Intelligence favors no class distinction; it is found among the poor as well as the rich.

Placing the Gifted

Where is the gifted or superior child to be placed once he is discovered? Segregation of schools for the more gifted, like segregation of races, is not at all encouraged. The child must be given opportunity to grow his life together with others. Second, segregation within a school has also the same effect as segregation of schools, for once again the child is denied the opportunity of observing a variety of pattern in intellectual behavior. And if he is to assume his role fully in society, he must be ever conscious of behaviors other than those styled in his pattern. Third, flexibility of grouping seems a wise plan, whereby the gifted or superior child is given the opportunity to work part time with groups who are similarly gifted in such units as "honor classes" as well as "remedial classes." Yes, only too often is there also a need for remedial classes for superior students, who because of emotional disturbances often fail to achieve that of which they are actually capable.

How to Treat Him

When the gifted or superior child is properly placed, what should be done with him? First of all, the teacher should

determine his individual needs. Then the recourses of the school and his community should be surveyed. When this is done, the teacher should plan her own classroom program in the light of the two foregoing factors. Moreover, periodic procedures should be established for evaluation and assessment. At the end of the year, a complete inventory should be taken. If there has been enough good achieved from the current program, the teacher can be justified to go on. If not, it is time for her to plan and test another procedure for the coming year.

What He Must Learn

What attitudes must be developed with the superior or gifted child? The gifted or superior child must develop the following positive attitudes:

1. He must develop the ability to communicate with the less gifted as well as otherwise gifted. He must learn to make information clear between the more informed and the less informed. He must also remember that someday he will supervise skilled labor to whom he will have to make technical knowledge understood in terms of practical applications. Consequently, he must, in classroom procedures and demonstrations, be encouraged to make use of illustrations to make his ideas understood by others, and he must have wide opportunity to make his own tests to evaluate his success in communication of ideas.
2. He must be willing to be questioned by the less capable so that the less gifted

may also share in class discussions. But the less gifted, on the other hand, must learn to respect the opinions of the more gifted, and, therefore, must learn to listen and to acquire knowledge from them.

3. He must remember that what he has to say is important, and that he must, therefore, make himself understood.

4. He must establish an awareness and consciousness of others about him, and learn to write as well as to speak to an intellectually varied audience, remembering that writing and speaking are his greatest tools of communication. The burden of the class lies in the exchange of ideas, and the superior child must be aware that this enrichment of communication experience is his responsibility.

Why Heterogeneous Grouping

Why is heterogeneous grouping preferred to homogeneous grouping? The development of critical attitudes is important, and it is the heterogeneous grouping that offers both the gifted and the less gifted the opportunity for evaluative judgment. Besides, the less gifted in a heterogeneous group become better aware that there is always more that they can know, and that there is someone who can contribute that "more." It is imperative that the more gifted acquire the ability to explain without condescension, and that the less gifted acquire the ability to follow explanations. Such experience can be given them only in a heterogeneous group.

Pressure groups lately have put emphasis on the superior child, but our

schools must not be affected by these pressure groups. Our concern must be with all levels of mentality. All pupils must be given attention, for all are entitled to reach levels of achievement commensurate with their abilities. Each and every child is a composite of body and soul, and each is entitled to the quality of maturity of which he is capable. Standards, of course, for such teaching demand high individualization and proper equipment. But standards are not achieved overnight, nor do they suddenly provide growth. Therefore, all efforts of all people must be meshed together — parents, teachers, administrators, and librarians — to maintain desired standards.

One third of our high schools have an average enrollment of 100 students per school. One half of our high schools have an average enrollment of less than 200 students per school. Therefore, throughout 50 per cent of our schools, it is not even theoretically possible to group students homogeneously, since the small numbers do not warrant successful grouping. Instead of concentrating our efforts, then, on "student" improvement at the present time, it may be wise to put pressure on better quality of instruction and better quality of administration. Breadth and depth in both teachers and administrators is highly desirable.

How Improve Teachers

What solutions are offered for improvement of teacher quality? The following are possible solutions, and certainly do not smack of the "Utopian":

1. Yearly professional growth through summer school workshops, conventions, scholarly research, and educational tours.
2. Upgrading of teacher background, demanding an M.A. goal for every high school teacher in the field in which he is teaching, and then using him in that field impartially.
3. Less emphasis on football heroes and cheer leaders, and more on academic pursuits.
4. Respect on the part of administrators for scholarship courage displayed by individual teachers and students as well.
5. Encouragement of seminars even on the high school level between teachers and the more gifted so that learning associations can be formed between the students and teachers, resulting in a spirit of "togetherness."

Caring for Individual Differences

How can we care for individual differences in a heterogeneous group? It is paramount that all students contribute to the learning environment. Therefore, the



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following suggestions are offered:

1. Teaching aids must be provided, and the *dictionary* is a "must" for every student, more gifted as well as less gifted.
2. Each student must learn to schedule his study periods and recreation time effectively.
3. Writing laboratories must be established for the more gifted, and speech opportunities must be given him whereby he can record his own voice and evaluate his own speaking habits.
4. Background factors must be utilized and recognized in the learning process.
5. Achievement in English must be chained to his achievement in other subjects.
6. Each child must advance at his own rate, for placement of subject matter is by no means sacred.
7. The bright child must acquire the ability to think critically, and the less gifted must learn to distinguish between truth and falsehood.
8. The gifted child must learn to do research, and to recognize "quality" when he sees it so that he can find his authorities when he needs them.

Effective Technique

What is an effective way of handling the superior or gifted child in a heterogeneous group? From scientific observation, it is believed that a good program places emphasis on reading enrichment. The superior or gifted child must go beyond mere essentials and develop critical standards. To do this he must be exposed to research. In California, Oregon, and New Jersey, the "Great Books Program" has been successfully launched. Through this program, the child is taught to appreciate literature critically, putting his attention even on adult classics. Classics, of course, cannot and should not be dissected by all. The "groundlings"—the less gifted—should be content with merely reading them for enjoyment. Exposure to the fine things of life is necessary for all, but not the subtle developments. These should be given to the brighter students, who should develop an awareness of the power of language, and should seek outlets for their creative talents. They must learn to be sympathetic to the humanities. Bright students must learn methods of problem solving, and there is no better school in which they can learn than the school of master writers under the Great Books Program.

The workshop of the superior and the gifted child should be the library where they can read current material and be alerted to the newest developments. They must learn to locate errors in thinking, and themselves be able to reconstruct the

contents of good thinking.

Above all, the more gifted should be able to lead the less gifted; whereas, the less gifted should learn to conform. The more gifted must achieve standards of judgment, respect these standards themselves, and teach others to respect them as well. They must do as much as possible because they "have the brains." And they will accept the challenge if we make known to them its value. The Great Books Program is encouraged today even for those in technical training, for it is reading that creates the "friction" which in turn produces the "spark" that enkindles the superior intellect to seek out higher facets of knowledge.

The life of the gifted as well as the superior child is often lonely, and the teacher must be ever conscious of this

fact, for while the majority of students choose to walk the highways and byways of life, the superior child pursues the path of righteousness and wisdom. And the teacher must be his co-worker and not the overseer in the learning process. She must stimulate his curiosity when he needs a stimulant, keeping him always mindful that great achievements in life are accompanied by pain. All growth, physical, spiritual, or mental, is an interplay of pleasure and pain. All growth, then, has its pains, and learning is a continuous growth.

The greatest intellectual virtue that a teacher can possess is to have herself sufficient research knowledge in the field in which she is teaching so that she may be cordial, sympathetic, and approachable when she is needed to guide the research neophyte in her own classroom.

Intellectual Development in Elementary School

By Sister M. Timothy, S.S.N.D.

St. Mary's School, New England, N. Dak.

■ The grade teacher will survey her classroom with from 40 to 70 desks. She will sigh over a schedule that allots time to physical education, band practice, and milk breaks. Good will is no substitute for a thought climate in the development of thinkers.

In his paper entitled "American Catholics and the Intellectual Life," Rt. Rev. Msgr. John Tracy Ellis recalls that Archbishop Ireland once said:

This is an intellectual age. It worships intellect. It tries all things by the touchstone of intellect. . . . The Church herself will be judged by the standard of intellect. Catholics must excel in religious knowledge. . . . They must be in the foreground of intellectual movements of all kinds. The age will not take kindly to religious knowledge separated from secular knowledge.

If the first 12 to 20 thinking years of a child's life are to be devoted to education, they must be utilized for the most excellent mental development possible. Not only for the apostolic advance of Christ's Kingdom, as cited by Archbishop Ireland, but for personal fulfillment in Christ, intellects must be perfected.

Laying a Foundation

The children who crowd elementary schools today may never engineer the first rocket to Mars, or lend dignity to White House conferences. But they will be thinking daily, and living according to their thoughts, for generations to come. Habit and attitude being products of early training and environment, it seems a formidable task for even superior secondary or college teachers to inject intellectual enthusiasm into minds where groundwork is absent. As inappropriate as the term may seem, the formation of "grade school intellectuals" is our challenge.

A young intellectual is a thinker. Since the child's world is necessarily circumscribed, this thinker must avail himself of wisdom filed away by all ages through extensive, interpretive reading. The budding intellectual will be a student apt in the rudiments of research, one who tastes a subject in class, only to study outside sources not required by his teacher. Such a child makes the most of communication; he begins to appreciate the need for intellectual growth when he is able to express



"... a child must be taught to study independently in a logical way."

his thoughts in some communicable form.

Our concern is the development of Christ-centered intellectuals. Therefore, correct emphasis, appreciation of the right order in creation under God, and logical thought, will be of intense concern to the teacher.

We Need Intellectual Teachers

Pope Pius XI reminded us that good schools are not so much the product of good methods as they are the happy result of good teachers. The painful criticism voiced within the profession of education re-echoes the Pontiff's statement. Since the teacher's spirit activates the classroom like a second soul to the children, uniting students in thought, the impact of one teacher's mental status is immeasurable. If this fact is accepted, the force of teacher attitude, professional qualification, and intellectual enthusiasm is beyond measure.

Are elementary schools purporting to develop sound thinkers? Are teachers equipped for the task of forming competent students? Why is there a lack of intellectual interest among elementary teachers? Why is there the current plea for recognition of the intellectually gifted child?

There are a number of inevitable forces that militate against intellectual acuity. The routine knowledge found in the curriculum of lower grades can produce a dulling effect upon the teacher's intellectual life. Primers, the multiplication tables, the phonetic interpretation of words, are no challenge to the adult mind that presents them for five or forty-five years. An intellectual impetus must be injected

into this program or a disastrous paralysis of thought is likely, and the teacher's stagnant mental outlook will be transmitted to her students.

Since most Catholic elementary teachers are dedicated to community life within the convent, the fuel for intellectual pursuits must be made available within the convent. Solid professional reading, at an adult level, is a necessity. Reading is a problem for the individual teacher, but, once the need is recognized, the problem is simplified. A specified number of pages to be read may become a part of her daily schedule.

Closely allied to personal development through reading is enrichment reading pursued by the teacher as preparation for classes. Encyclopedias, parallel texts, current magazines, and educational television are priceless to an alert teacher. For example, instructors should frequently think in terms of Frank Sheed and Thomas Aquinas when preparing for elementary school religion classes.

Another effective prod to intellectual growth is the adult atmosphere in which extra-school hours are spent. The inestimable force for good exerted by even one individual is certainly true in the mental world. A personal devotedness to truth coupled with the ability to communicate comfortably on matters vital to professional life is indeed a blessing to the entire community. New books, scientific developments, thoughtful outlooks and ideas in the educational world . . . all are topics that blossom like new flowers of communication in an old garden of conversation. Plucked from the recreational

circle, such items grace the routine of classroom life and enrich the children's thought climate.

Every teacher is endowed with some special ability from which God will expect returns. In the turmoil of teaching there is the temptation to neglect personal talents. Submission to the pattern of class plans and correction of papers can result in a one-track mind. A profound respect for the mind, an intense reverence for truth and its promulgation in the Mystical Body will penetrate far beyond the convent enclosure.

The Parent-Teacher Conference

One contact point for the stressing of high intellectual standards and a correct scale of values is the parent-teacher conference. Athleticism and the selection of superficial high school schedules can be forestalled by guidance offered to parents of grade-school children. The truth of this was made evident in a local conference with parents of upper grade children. Part of the discussion was spent in pointing out that their child is future college material. From that standpoint extra projects, enrichment reading, and creative writing became intelligible to the mother, who said with a foregone conviction, "She must go to college."

Teach the Child to Think

Nor does guidance end with parent-teacher conferences. As a child advances through the grades, he must become increasingly aware of the value of logical reasoning. This will prove a means for attaining intellectual achievement, the purposes of which must be emphasized frequently in the classroom. Moreover, the child must be taught to study independently in a logical way. Study habits built upon outlining, memory cues, and concentration will invite further study.

Elementary research is yet another matter for guidance. As the instructor must utilize many sources in class preparation, the student must be made to realize the value of research and personal preparation. Love for reading and study comes from example. The teacher who spends time each day reading to the children or sharing outside information is not wasting time, but is provoking intellectual curiosity. In *Sorrow Built a Bridge*, the lives of the little Hawthornes read like an English survey course, geography text, and art course combination. Frequent reference is made to evenings spent in family reading. What a climate for thinking!

Editor's Note: This article has discussed the development of thinkers. We have on hand for early publication a brief article on teaching logic to elementary as well as high school students.

Lest we forget—

An Important Bishop Who Was a Negro

By Rev. Donald MacKinnon, C.Ss.R.

Redemptorist Seminary, Oconomowoc, Wis.



Most Rev. James A. Healy, D.D.
Second Bishop of Portland, Maine

■ Bishop James Augustine Healy of Portland, Me., was America's first Catholic bishop of Negro blood. Born on a plantation near Macon, Ga., in 1830, he was the son of an Irish immigrant father who made a killing in cotton and married a slave-woman. Yet by dint of solid education, first at a Quaker prep school and later at Worcester's newly founded Holy Cross College, he grew up cherishing the hope of some day becoming a priest of God.

The possibility of entering the Jesuit Order appealed strongly to him. But that would have meant advanced training at Georgetown in the District of Columbia. The young mulatto wanted to avoid anything south of the Mason-Dixon line. Tell-tale black marks under his fingernails would be noticed. His heavy lips and rich woolly hair would attract further attention. Consequently he made the decision to enter Montreal's Grand Seminary and later to complete his theological course in France. He became Father Healy upon ordination in Notre Dame Cathedral in Paris in 1854. Twenty-one years later he was consecrated a bishop in the Immaculate Conception Cathedral at Portland, Maine.

He felt strongly that his own life and his rise to prominence in the Church spoke eloquently of the catholicity of the Catholic Church. "Here we are today," he once told a Boston audience,¹ "of many countries, of many nationalities, but of one Faith." The theme was one he was fond of recalling throughout an episcopate which lasted a quarter of a century.

His Interest in Education

Repetition, after all, is a teacher's weakness—and Bishop Healy had originally considered his vocation to be that of a

seminary professor. His years of service to the Church, as it turned out, were directed along other lines, but he maintained a life-long appreciation for matters academic. Indicative of this are his long friendship with the Jesuit Fathers, the founding of St. Mary's College at Van Buren, and his close relations with the Sisters of Notre Dame, and the Good Shepherd, and with the Grey Nuns. But among many scholastic interests, possibly the most remarked were his dealings with the schools of the Sisters of Mercy. The Sisters of Mercy in Portland were a diocesan congregation and as such the Bishop felt a special closeness with them.

His dealings with them exemplified what was a constant preoccupation with him: putting Maine's Catholic schools on a par with the best in the nation. From the outset the Bishop insisted on scholastic superiority. Probably, if more delicately applied, his proposals would have gained a quick acceptance. But as it turned out, his progressive outlook helped to cause a rift between him and the Sisters.

For one thing he didn't hesitate to draw an unfavorable comparison about the Sisters' teaching work. When he discovered that Portland's schools were hardly on an equal footing with those he had known in Boston, he said so. Then there were some Sisters he considered insufficiently trained for their arduous position. He ordered them back to the motherhouse. Finally, he made it a yearly practice to recruit Christian Brothers from New York for an evaluation of the Maine teaching situation and to offer timely suggestions to the Sisters.

This sort of thing was scarcely calculated to win immediate concurrence in episcopal schemes. As some of the Sisters remarked, the Bishop had "an ugly bark."² Of course,

in time the wisdom of the seeming arbitrariness in the Bishop's measures could not fail to win the Sisters' approval. During the years they came to respect the deep spirituality reflected in his conferences and letters. His fatherly concern over their material welfare, evidenced in sacrifices to build appropriate convent facilities throughout the state, worked a complete reversal of their original appraisal.

More important, however, is the leadership which this Negro bishop actually could and did exert toward a sane understanding of himself (and by association his whole race) and of his striving for scholastic excellence. The story is told of the Portland girl who dropped into a Cathedral confessional one Saturday afternoon. Unaware that the Bishop was on the other side of the grill, she proceeded with a tale of her faults. Then, of a sudden, she stopped, "I can't tell you the rest of my sins," she said.

The Bishop vainly tried to reassure her. "But it's something I said against the Bishop," she blurted out.

"Well now, my child, what did you say against the Bishop?" She hesitated.

"Well . . ."

"I said he was as black as the devil!"

With an urbanity born of years of teaching, the Bishop gave a realistic answer that not only faced the problem; but, on reflection, pointed to a warm and very human solution. "Don't say the Bishop's as black as the devil," he said evenly. "You can say he's as black as coal, or as black as the ace of spades. But don't say he's as black as the devil."

¹From a sermon delivered at the laying of the cornerstone of the Basilica of Our Lady of Perpetual Help, May 28, 1876. Quoted in *The Glories of Mary in Boston*, by John F. Byrne, C.Ss.R., Mission Church Press, Boston, 1921.

²Bishop Healy: *Beloved Outcast*, by Albert S. Foley, S.J., Farrar, Straus, and Young, New York, 1934, p. 172.

Teaching Foreign Vocabulary by Seeing, Hearing, Saying

By Sister Marie Joseph, O.P.

St. Catherine's High School, Racine, Wis.

■ We have committed ourselves irrevocably to the aural-oral approach to language teaching, and no one would think of questioning its intrinsic soundness. But before the pendulum swings too far, let us take stock—are we missing something?

We say that we are teaching languages the “natural” way, the way a child learns his mother tongue. The child hears a word . . . and hears it again . . . and again . . . and finally repeats it as part of his vocabulary. This is correct, but the joker is that when he hears “orange” . . . “orange” . . . “orange” he is looking at the orange in his mother’s hand, and not at the blank wall of a listening booth or the second column in the text. The process of learning a new word is not aural-oral, but *visual and aural-oral*. Later he uses the word without any necessity for the physical presence of the thing named, but he is drawing on the visual impression stored in his memory.

Use Objects or Pictures

It would not be out of place to remind ourselves occasionally that touch, taste, and smell all enter into forming the concepts that we express in language. This an interesting bypath on which to dawdle when considering the relationship of language and culture. Normally it is a little impracticable as the basis for a teaching technique, but a steaming dish of some appetizing and authentic native dish might do more to make language and culture a “living” thing than pages of print could do.

So, though we know that all of the senses provide roads to the intellect, for practical classroom purposes we must go back to our original trio—seeing, hearing, saying. What is the function of the visual image in the present teaching setup? Is it limited to seeing “naranja” opposite “orange” in the book we are watching while listening? “Naranja,” in print, is not a very vivid visual image—it bears some relationship to the new concepts of un-

known words which we developed through looking them up in a dictionary, but very little relationship to the visual image the child receives from the orange in his mother’s hand while she is saying, “Do you want this orange?”

To implement this resolution that visual images must contribute their full measure to language growth, I believe that an introductory vocabulary lesson which attempts to provide vivid visual associations for all possible new words in a lesson should precede their introduction in the new reading material.

How? You see how I could hold up an orange and say, “naranja,” but what do I do when I come to “elefante”? Pictures, of course. There are thousands of highly paid photographers all over the nation working for you, and producing brilliantly colored pictures aimed to give one definite visual impression—the men who make the

ads or do the pictorial journalism stories.

This year we introduced a new item into our Spanish I class. The day we started Lección 6, an assignment based on Lección 7 was due—a set of pictures illustrating each vocabulary word that could be illustrated. Only two stipulations were made—the pictures had to be at least 4 by 4 inches, and the vocabulary word had to be the main impression in the picture. This timing gave me about a week to choose the most vivid prints, crop them to remove unnecessary details, and mount them in something of a montage effect to enable me to present the words within small units of the larger units presented by the lessons. Cutting a poster board in half gave me four 14 by 22 sides, which was adequate for the vocabulary of the lesson plus one or two “confusion items.” “To play piano” is a confusion item to an English-speaking student learning Spanish, because in Spanish you do not “play” a piano, you “touch” it. So I pictured a piano player on the sport vocabulary page and commented, “*En español, el hombre no juega el piano, él toca el piano.*”

This introductory vocabulary lesson, working on the basis of progression from known to unknown and intelligent guessing of meaning, went something like this:

How We Used Objects and Pictures

“*Lección 8 es muy interesante. Vamos a hablar de las estaciones* (holding up a board with beautiful calendar pictures of the four seasons). . . . *Hay cuatro estaciones* (pointing): *la primavera . . . el verano,*” etc. . . . Several simple variations



Students readily learn the vocabulary to describe situations and actions depicted in composite pictures.

in which the season names are repeated, stressing clear, correct pronunciation. . . . Then simple questions in which they must use the words are given, first to the class and then to individuals. . . . When the basic words are set, we go on to other related words, some review and others part of the new vocabulary, which will necessarily center around this main idea. . . . Details of the picture constantly are being pointed out in connection with the new words. . . . Somewhere the crucial point between relative mastery and boredom is reached, and we go on to the sports of the various seasons pictured on the opposite side of this board, then to the other board, with constant review and repetition.

In one period we can "see, hear, and say" about 40 new nouns, verbs, adjectives, adverbs, and prepositions either by variation of the "*Qué es esto?*" direct approach accompanied by pointing, or by contrast — older brother, younger brother. The step from the pictures to a life situation is made whenever possible; in this case John, who is sitting in class, is identified with the picture of the younger brother, and his older brother, known to be a senior, becomes the older brother.

Before the end of the period we read through the lecture phrase by phrase. This gives an overall review, and words that were not illustrated (aunque-although) now

fall into place because they are the only unknown in the sentence.

The cards are brought out briefly the following day, with the students using the "key word" in each picture to form a sentence or question. Later many oral review devices can be based on the cards — words beginning with R which appear in the pictures — a three-sentence story about a picture — colors — adjectives, etc.

At least one written review will come — a set of sentences with numbered blanks. The numbers refer to already familiar pictures, now posted along the board. While the class is doing another part of the test, small groups of six will have 5 minutes each to go along the board and fill in the blanks, making the statement agree with the numbered picture. "Elena está d— Juan" must be filled in with "delante de (in front of)" if you remember the parade to bed pictured so graphically in the ad of the firm selling children's pajamas.

New Features With Textbooks

One main difficulty presents itself in making a success of this vocabulary introduction — everyone must see the pictures. The technique of walking among the students and making contacts with individuals is, in some ways, an advantage. The pictures, the center of attention, become personalized. I have used an opaque pro-

jector to give a more vivid first impression, but this does not lend itself to the fast "review" and "contrast" questions which are so valuable a part of the lesson. I believe that within a few years the textbook companies will bring out colored slides tailored to their lessons much as the present records are. One company has already brought out a set of charts which would lend itself to this type of lesson.

This visual-aural-oral vocabulary approach does add a day to each lesson. If your aim is the development of the speaking skill, this is justified. Sometimes the pictures in the book, of which each student then has a copy, will serve better than extra ones brought in. This is particularly true where the reading in the picture is important, such as a map or a menu.

What is the relationship of this technique to laboratory work? It creates the word concept in the mind of the student, so that he goes from object to foreign word, rather than from object to English word to foreign word. The laboratory must then drill the phrase pattern in which the word is used, remind the student of the correct pronunciation, and, in general, "use" the word often enough to enable the student to understand it, say it, or read it spontaneously.

Testing and ability grouping are important

Mathematics for the Slow Learner

By Brother Elmer Dunsky, S.M.

St. Joseph High School, Alameda, Calif.

■ After studying the curriculum offered at Milmar High School, the mathematics committee recommended, among other things, that a suitable program be worked out for the "slow student." Under present conditions, either he is expected to grasp ideas that are beyond him, or he is shifted to another class where no further attention is given to his deficiencies in mathematics. In either case, the student is somewhat helpless. He does not learn much mathematics; he is exposed to frustration; he may become a problem and, more often than not, he does.

An attempt was made to solve this problem by teaching "General Mathe-

matics" in the freshman year and "First Year Algebra" in the sophomore year. The result was a failure because: (1) the teacher's attitude was unfavorable; (2) the method of teaching was inadequate; (3) the attitude of the class was psychologically unsound; and (4) the subject matter was unsuitable. The following study proposes to analyze the problem from these four viewpoints and offer practical suggestions for a solution.

The Teacher

The teacher must know the deficiencies of his class. He himself should administer a diagnostic achievement test, score the

results, and register the grades. He must be sympathetic toward the students, realizing that, through no fault of their own, they are not more capable than they are. He has to be convinced that, through patient effort, these students can be brought to a higher level of achievement in mathematics.

Method of Teaching

Second, his method of teaching must be adapted to the needs of these students. Remembering that their mental age is about that of a seventh-grade boy, he will teach to that level of comprehension. He will limit his own lecturing to a minimum;

CHART I. Distribution of the IQ's for the Freshman Class

IQ	Number of Boys	Classes
Below 90 to 90	20A—40
91 to 100	35	
101 to 110	70B—40
111 to 120	80C—43
121 to 130	30	
Above 130	15D—43; E—43
	F—41

he will demonstrate the technique by numerous examples; he will direct the students during most of the class period in actually working problems; he will insist on maximum blackboard space in his classroom and he will use the boards constantly. In fact, chalk dust will very soon cover everything and everybody in the room! The teacher will move about the room, especially alert to the work on the board. He lets each student progress according to his own speed on the page assigned to the whole class. He tells those at the board to write small so that they may "get a lot on." He looks over the work and says: "OK, erase it and keep going." When he discovers an error that seems to be common, he stops everything, makes the entire class pay attention, and explains the mistake. Those sitting at their seats keep working each at his own pace. They are reminded to check their work with the boys at the board. When the teacher sees that the students have mastered the type of problem under consideration, he stops the work, has everyone sit down, and, if he has time, goes on to a new section. After a brief explanation and demonstration, he sends another group to the blackboard, and the work routine starts all over again.

Class Attitude

In the third place, the class must be psychologically "in good shape" for this course. The students have to be aware of their first test results and they have to realize how deficient they are. They must see their problem and have hope in the possibility of solving it. They have to be convinced that they can and must climb up! Comparisons with "better classes" must never be made. No mention of IQ's or mental age should be tolerated. The boys are taught to "compete with themselves." They are shown that the year's program is so well adapted to their needs that they will improve if they wish and if they try. They should be shown examples of previous classes which actually did improve, for example, from scores within the 10 to 30 percentile range up to the 70 to 90 range. They are told that

CHART II. Factors Determining Class Organization

Name	IQ	Ar. Test	Eng. Test	R.C.G. Ar.	R.C.G. Eng.	R. by T.
J. Doe	101	50	40	C	D	C
M. Jones	117	70	70	B	A	B
P. Brown	89	10	5	F	D	D
R. Cox	135	99	90	A	A	A
R. White	105	60	80	C	B	B

they will take another diagnostic test late in the year, and they are convinced that the results of this test will indicate the improvement they will have made. They are informed, furthermore, that they will have a chance to study algebra when they are ready for it—either in the sophomore or the junior year. They know that they will not be denied this opportunity. In order to create and maintain this healthy state of mind on the part of the students, the teacher must be patient, persevering, and enthusiastic.

Subject Matter

Fourthly, the subject matter must cover the area in which the students' mathematical troubles are concentrated. And, for most ninth graders, this area begins with the simple addition, subtraction, multiplication, and division of whole numbers. It goes through fractions, decimals, thought problems. These are the heart of the matter for the remedial course.

ORGANIZING THE CLASSES

Milmar High School accepted 250 candidates for the freshman class. The distribution of the IQ's for these boys is given in Chart I.

The IQ and Other Indices

The numbers to the right in Chart I indicate a method of grouping the boys according to these IQ's into six classes. Class A would include the 40 boys rating lowest; Class B the next 40; and so on up to Class F which would include 41 boys of the highest mental ability. However, it is not advisable to group the youngsters according to IQ's only; other factors should also be considered. A seven-column sheet could be drawn up as shown in Chart II.

The third and fourth columns represent the percentile ratings achieved in the entrance examinations; the fifth and sixth represent the report card grades in arithmetic and English; and the seventh column is the recommending grade given by the eighth-grade teacher.

CHART III. Types of Freshman Classes

1. Remedial Arithmetic A
2. Remedial Arithmetic B
3. Algebra I SM
4. Algebra I AM
5. Algebra I FM

Classification

After listing all the applicants and recording the pertinent data, the boys are separated into the six classes from A to F inclusive. In making this classification the counselor could weight the six items according to a predetermined scale, giving greater significance to more important items, such as, for example, the grades in arithmetic and English achieved in the entrance examinations. The boys could then be arranged into the mathematics courses listed in Chart III. The following remarks are in order. "Algebra I SM," "AM," "FM" mean respectively "Algebra I Slow Moving," "Average Moving," and "Fast Moving." Given certain conditions, it may be necessary to organize classes of all five types listed. If there are not too many boys who rate extremely low, perhaps "Remedial Arithmetic A" may not be necessary, and the "Remedial Arithmetic B" course may be sufficient. Under other conditions, the "Remedial Arithmetic B" and "Algebra I SM" may be combined into one class. "Algebra I AM" would be the course given to average students. "Algebra I FM" could be geared to the best minds of the group and could advance even beyond the prescribed limits of so-called "Freshman Algebra" and anticipate some of the work usually given in courses of "Intermediate Algebra." This study will limit itself only to numbers 1, 2, and 3 of Chart III.

Evaluation

In order to evaluate the degree of achievement of the students, the *Lee Clark Arithmetic Fundamentals Test* (California Test Bureau) or the *Madden-Peak Arithmetic Computation Test* (World Book Co.) may be administered. The latter, for example, reveals strength and weakness in five different areas: (1) addition and subtraction; (2) multiplication and division; (3) common fractions; (4) decimal fractions and per cent; (5) mental computation and estimation. According to the test results, the instruction in arithmetic may be geared to the needs of the students. Since there are usually at least two forms of these tests available, another test could be given after a semester of instruction in order to determine what progress has been made.

CHART IV. The Four-Year Program of Mathematics for the Slow-Learner

Year	Class A	Class B
Freshman	Remedial Arithmetic A	Remedial Arithmetic B
Sophomore	Remedial Arithmetic B	Algebra I SM
Junior	Algebra I SM	Plane Geometry SM
Senior	Plane Geometry SM	Algebra II SM

1. Remedial Arithmetic A

Students vary in mathematical ability and inclination, but should not all be considered incapable of interest in mathematics or unable to acquire the knowledge and skill that average persons need in order to solve the mathematical problems that they are likely to encounter. All these pupils should be accepted as a challenge to the teacher's resourcefulness in providing instruction that is adapted to their various abilities.

Aims of the course: (1) to develop knowledge of the basic principles of mathematics; (2) to develop skills in arithmetic and ability to use arithmetic in solving significant problems; (3) to stimulate interest in mathematics, to prepare the student for further study in mathematics, and to develop confidence in his ability to pursue such study.

Suggested text: *Refresher Arithmetic* by Edwin I Stein (Allyn and Bacon, 1959). Alternate text: *Mathematics in Daily Use* by Hart, Schult, and Irvin (Heath, 1958).

2. Remedial Arithmetic B

This course would be a more advanced course than "Remedial Arithmetic A," and would presuppose that the degree of arithmetic achievement on the part of the students is not extremely low; also that the mental age of the students is not too far behind their chronological age.

Aims of the course: In case the students who take "Remedial Arithmetic A" still fail to register the 50th percentile in achievement, then "Remedial Arithmetic B" may be offered as a second course. It is known that the mental age does advance with time. If a boy is not yet ready for algebra after his ninth grade, then another year (or half-year) of preparation will be worth his time. The objectives of this course are the same as those of "Remedial Arithmetic A" with the addition of: (4) to develop competence in attacking problems, analyzing and assembling data, searching for a solution, and verifying the result.

Suggested text: *Arithmetic for High Schools* by C. H. Butler (Heath, 1953). This book has been prepared expressly for the purpose of providing an avenue through which high school students can rebuild their skills in arithmetic and extend their

understanding of its meaning. It provides understanding of the number system, of computation, and of common measurement, and this understanding gives meaning and motive to the acquisition of skill.

3. Algebra I SM

This course should provide for the growth of the student in practical mathematical experiences by utilizing in algebraic settings his previous experiences to develop useful algebraic techniques and principles. Emphasis is placed on the formula, its language and its application. The approach is meaningful and gradual. The student sees mathematics as an integrated practical subject. He acquires a sense of security and recognizes the importance and power of algebra through its use.

Aims of the course: (1) to express verbal statements by means of symbols; (2) to find the value of algebraic expressions; (3) to solve equations; (4) to evaluate formulas; (5) to develop the meaning of signed numbers; (6) to master the fundamental operations; (7) to learn the special products and factoring; (8) to study systems of equations; (9) to study powers and roots; (10) to master quadratic equations.

Recommended text: *Algebra in Easy Steps* by E. I. Stein (D. Van Nostrand Co., 1956). The step-by-step presentation and the careful gradation of examples, by which one example is not perceptibly more difficult than the preceding one, enable pupils to develop clear thinking and a full understanding of mathematical concepts. The maintenance drills in arithmetic furnish the practice materials required to fix and retain arithmetic skills. These arithmetic drills may also be used to develop the mathematical principles employed in succeeding exercises. Many interesting applications from arithmetic, geometry, commerce, industry, science, and aviation motivate the instruction and demonstrate the practical values and uses of the related algebraic skills and principles.

THE FOUR-YEAR PROGRAM

Chart IV outlines a four-year program of mathematics for the "slow learner." As was stated above, the "Remedial Arithmetic A" would be given to those students

who rate very low in arithmetic achievement. In case there are no such students (or not a sufficient number to warrant such a course), then "Remedial Arithmetic B" may be offered to the boys who still need strengthening in the fundamental processes of arithmetic. At any rate, "Algebra I SM" would be given the A Class and the B Class when "they are ready," very probably in the junior year and the sophomore year respectively.

Algebra Important

If an entire year is not required for "Remedial Arithmetic B" in the sophomore A Class, then "Algebra I SM" may be started earlier, perhaps at the end of the first semester. Thus, more time could be allotted to the study of algebra. In fact, if the second semester of the sophomore year and *all* of the junior year were devoted to algebra, the students would profit greatly from the experience. The principles of algebra are essential to a mature mental life. And, in our modern age of technology, every walk of life needs more and more mathematics, particularly algebra. We can no longer get along with hammer and saw.

Plane Geometry SM

What has been said above about the importance of algebra may be repeated for geometry. Plane geometry offers the following contributions to the intellectual training of the student: (1) it prepares him for logical thinking; (2) it insures understanding by teaching certain theorems inductively and following up with customary demonstrations in logical steps; (3) it avoids mere memorization and promotes original thinking by urging students to discover and supply authorities and proofs in original problems. Junior B (see Chart IV) would be ready for "Geometry SM"; and the A Class could take it in their senior year. Any boy capable of learning geometry should, at least, have the opportunity of getting it.

Aims of the course: Concepts are developed inductively through construction. The proofs are limited to the simpler ones. However, all of the topics usually required in any complete course are included. Supplementary work may be added if necessary. Regular credit in geometry is given for this course; the grades given, however, are C and D, with an occasional B to the student who suddenly finds himself and does supplementary work. It is the purpose of this course to instruct students in all the important geometrical concepts through the use of data that are actual, alive, and have real significance for the learner.

Suggested text: *Laboratory Geometry* by E. Roudebush (Prentice-Hall, Inc., 1954).

(Concluded on next page)

Algebra II SM

It is generally agreed that a first course in algebra, taken in the freshman year of high school, does not give enough material to enable a student to use this subject with sufficient skill in subsequent work. The work of a second course in algebra is, therefore, necessary for admission to college, technical school, and for many courses beyond the most elementary in subjects that require mathematics. The amount of statistical work now being done in education and in studying our social and economic problems is tremendous, and preparation on the part of the student to share in it requires more knowledge of algebra. It should be possible for the Senior B Class to learn some intermediate algebra. Just how far this course would go, would be determined by the intellectual character of the students. Certainly, even if they covered only one half of the book in the whole

year and if only one semester of credit were given, the value of the knowledge acquired would be far greater than that derived from a "fill-course" just "thrown in" to use up the class period.

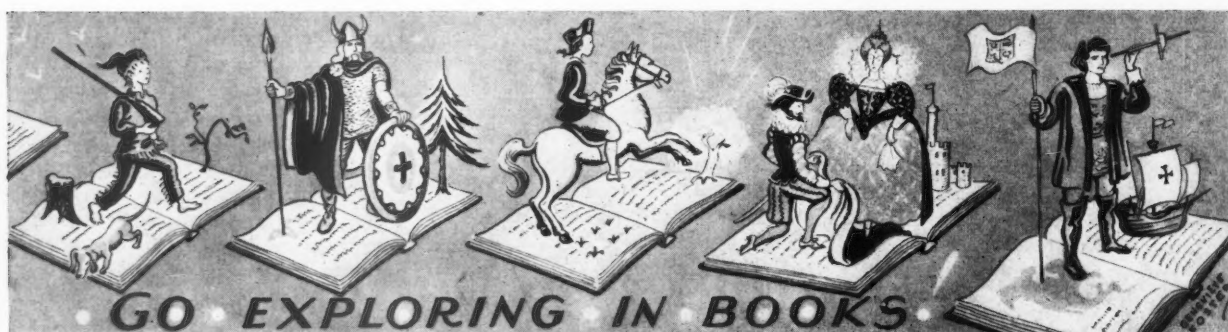
Aims of the course: (1) to clarify and extend the ideas learned in the first course of algebra; (2) to educate to independent reasoning through problems that require thoughtful planning and method; (3) to advance further into the field of mathematics through the study of such topics as progressions, logarithms, permutations, combinations, probability, infinite series, determinants.

Suggested text: *A Second Course in Algebra* by Lennes, Maucker, Kinsella (Macmillan Co., 1957).

CONCLUSION

An educational philosophy is faulty if it asserts that sound training in the fundamental intellectual discipline is appropriate

only for the minority of students who are preparing directly for college and the professions, and if it proposes to deprive the rest of the children of such training by substituting programs that minimize intellectual aims. The training of the intellect achieved by the study of mathematics is not merely the accumulation of facts and theories and techniques. All these are facets of a systematical inquiry and are part of a larger structure of knowledge. The ability to handle and apply complex ideas, to make use of a wide range of accurate knowledge, and to command the means of effective expression is valuable not only to the scholar or scientist, but equally to the citizen, the businessman, the skilled worker, the farmer, the housewife, and the parent. Their practical needs cannot be effectively served by vocational and utilitarian training unless such training includes a conscious intellectual component.



NATIONAL CHILDREN'S BOOK WEEK

November 1-7, 1959

"Go Exploring in Books" is the 1959 theme of Book Week.

The official poster is pictured at left; above is a reproduction of a streamer illustrating famous explorations. You can purchase these and many suggestions for Book Week from The Children's Book Council, Inc., 50 West 53rd St., New York 19, N. Y.

You can obtain a 1959 Catholic Booklist by Sister M. Reynoldine, O.P., for \$1 from Rosary College, Dept. of Library Science, River Forest, Ill.

Learn VERBS Right, Not by Rote

By Mary Elliott

1024 E. Monroe St., Springfield, Mo.

■ "Every child in my room," said Miss Gray, one of my seventh-grade teachers, "can say his verbs perfectly. 'Lie, lay, lain; eat, ate, eaten,' they can rattle them off just like that." A quick snap of her fingers, following this speech, indicated that the proficiency in verb drill in the seventh-grade class was not to be taken lightly. Miss Gray frowned, picked up a pencil, and began some elaborate doodling on the back of an absence slip.

"That's wonderful," I exclaimed. "Why on earth don't you smile when you are praising your class?"

"I'm not praising them." My teacher added two horns to the animal her pencil had created, studied it for a second, and then sketched in a pair of badly crossed eyes. "I'm actually quite unhappy," she continued. "You see my children say their verbs backwards and forwards, up, down, and across, but when they use them, that's something different. Two minutes ago Bobby said, 'I'll set here if it's all right with you.' Quite likely all of them say, 'I have ate my lunch.'"

"Mmm," I tried a comforting sound in my throat. "How do you account for their trouble?"

"Oh, I think they simply say the verbs without thought," she explained. "I have not been able to get them to pay attention. I mean real attention, the deep in your thinking kind, to what we're trying to do."

"Exactly," I agreed. "It's easy, so easy, to learn by rote, and to fail to get the significance of what is being learned. You must do something to —"

"We use sentences," Miss Gray interrupted. "We make little talks. We mention mistakes. I scold, I praise, they correct. What's left for me to do?"

It was the end of a busy day. In my rounds of the building I had discussed numerous problems with numerous teachers. My tired brain simply refused to produce ideas that might be useful in making Stevie Hall remember to say, "I have laid the book on the desk," or, "I sat down to read."

I shook my head sadly. "Please forgive your supervisor. At the moment she's no good. I'll visit you again next Wednesday, and by then one of us will have thought of something, I'm sure."

Poor Miss Gray! All she needed was some little scheme, some ingenious idea to make her pupils open their eyes and say, "Oh, now I see why we have these verb exercises. Now I'm going to learn them." They had grown dull and listless from practice. The remedy would have to be as startling as the honk of an automobile horn to a pedestrian, the whistle of a train to a man on the crossing.

By Wednesday I had a few suggestions, but not very good ones, nothing unusual. As I walked down the corridor to the Seven-A room, I hoped that Miss Gray had

already thought of some plan better than anything I had worked out.

The minute I stepped in, 30 pairs of bright, shining eyes looked up at me expectantly. Thirty smiles almost bubbled out into laughter. Then 30 heads, like skillfully operated puppet heads, turned toward the bulletin board. In large letters at the top of the board I read, "Learn By Limericks."

"Ah," I thought, as I walked across the room, "the honk of the horn has made them jump!" I found these samples of Miss Gray's verb-lesson ideas. They were written or printed neatly on cards and were illustrated with amusing pictures on the margins:

There was an odd boy who would try
To get these verbs right, *lay* and *lie*.
But he'd say, "I'll lay down."
My, how does that sound?
Of course, he should say, "I shall lie."

There is a fine girl in our class,
An utterly charming young lass
Who says, "I'll set down."
Now this news goes around,
She must change to, "I'll sit," or not pass.

Please never confuse *raise* and *rise*.
You can raise your hands up to the skies.
But the thing that you do
When you want to hoist you
Is to forget that word, *raise*, say, "I rise."

In a letter a boy once wrote
To his girl, "I written this note
To say, 'Please be mine.'
She replied, "I decline.
You must learn your verbs right, not by rote."

If your tongue slips, making you say,
"I have ate all my luncheon today,"
Change to *eaten* at once,
Or you'll be called a dunce,
And remember that always, I pray.

"Who wrote them?" I asked when Miss Gray came over to my side to point out the illustration of the boy wearing a dunce cap. He was apparently being made to say, "I have eaten," a hundred times, and even to a casual observer his fate seemed bad.

"I wrote the first one," she answered. "After that we sort of worked them out together."

"And can you ever write enough to make them learn all their verbs?" I asked.

Miss Gray gave me a very straight look. "You know very well, and so do I," she laughed, "that it isn't necessary to do all of them. This was the dramatic thing to do. It started my pupils thinking, really thinking about verbs. We are now extremely careful in all conversation."

Miss Gray reached up and made a balloon around the "I have eaten" which the unhappy boy was repeating. "We do our verbs right these days," she said, "and we're putting less time on the *rote*."



A Book Fair at Ursuline Academy, Dallas, Texas.

EDWARD A. FITZPATRICK, Ph.D., LL.D.
Editor

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Editorials

ARE PUBLIC SCHOOL AUTHORITIES AGAINST PRIVATE SCHOOLS?

It is significant of the public interest in education that the *Wall Street Journal* keeps before itself the problems of education and in the midst of its deep concern with finance and the national economy publishes a leading editorial, in its edition of August 25, 1959, on "The Educational Battleground." The editorial's first paragraph indicates that the immediate problem is one of deep concern.

If you are wondering what the next socio-political issue is going to be in the field of education, we'll let you in on the secret. It will be a battle by the public educators to abolish the private schools.

The basis of the statement is a "broadside" issued by a conference of public school administrators expressing their unanimous opinion that private secondary schools are "wasteful" and "inherently undemocratic." More specifically, they say, "the expansion of duplicate school systems (why duplicate?) constitutes a very grave threat to the continuing progress and improvement of the democratic school system."

One of the "seedbeds" of such ideas, the *Wall Street Journal* thinks, is Teachers College, Columbia University, where the conference was held. Another and more vigorous seedbed is the National Education Association, which has a considerable Catholic membership, and is, strangely enough, fraternizing (rather superficially) with Catholic educational

associations. The NEA report on *Public Education and The Future of America*, largely the work of Professor Cremin of Teachers College, was a slightly disguised attack on private schools as our report in this JOURNAL (April, 1955) showed in detail.

If one reads carefully the N.E.A. report on the *Public Schools and The Future of America*, one notes that the program of the governmentalization and secularization (camouflaged by calling it the democratization of education) would inevitably extend to the higher institution of learning, if the secondary school barrier were ever surmounted, and then we would be ready for the nationalization of all education — which seems implicit in all the schemes.

Another principal proponent of the idea is the distinguished ex-president of Harvard University, James Bryant Conant. It seems a little strange that these ideas against private secondary schools should come from leaders in private colleges and universities. What makes the secondary school so vulnerable and the higher institutions so sacrosanct? The situation, as the *Wall Street Journal* sees it is:

When a rich man sends his son to prep school, it might be dismissed as snobbery. But when middle-income families, already hard pressed by high local school taxes, are willing to take on the additional burden of paying private school tuition also, then

the public school administrator cannot dismiss the matter so easily. Every child taken out of the public school by his parents becomes an open no-confidence vote in the public school and a public reproach to the public school administrator.

This is a blow to the pride of the public school administrator that he cannot take without doing battle. And being either unable or unwilling to meet the competition by making better public schools, so there would be no pressure on parents to pay the extra cost of private schools, the public school administrator must flay at his competitors.

We look at the situation somewhat differently. We think the educational climbers and politicians and publicity workers who attend conferences and the manipulators of educational associations do not represent at all the great body of public school teachers and principals, nor the citizens who support schools locally. We have always found a fine spirit of co-operation in local communities among public school and parochial and other private school officials. Public school authorities have been generous in certain cities in making available shop and home economics facilities to parochial school children. No finer spirit of Americanism exists than this local co-operation.

One of the interesting facts about American public opinion is the way associations and individuals declare what is American policy without mandate from anyone — but merely from their own self-election and egotism. One would often think that the N.E.A. were the United States Office of Education; and yet there is no agency or person capable of speaking for "national educational policy" because education is a state function. We think that it would be desirable to have checked the actual situations of the members of such a conference as the one reported by the *Wall Street Journal*. The diocesan newspapers or the diocesan superintendent of schools should check the situation, for they may

be sitting on a volcano, as was the case in Oregon in 1925. Public reports should be made of such inquiries as to whether the superintendent or official away from home is reflecting his own views or those of his board of education and his constituency, and what he is doing in his work to carry out the expressed ideas of opposition to private secondary schools in his city or state.

The only proper attitude of the parish

school authorities is to get acquainted with the public school people in a spirit of good will, to co-operate with them on worth-while community projects, exchange ideas informally, and occasionally formally, support civic movements in support of public schools, and realize with the public school people that *all* schools exist for the physical, intellectual, moral, and spiritual welfare of children. — E. A. F.

SMALL CLASSES AND CATHOLIC SCHOOLS

No. 4. A THIRD GRADE STUDY

In Father Deneen's study of the relationship between class size and pupil achievement in the third grade of the Catholic school, there is a remarkable table that speaks for itself. It includes what must be considered in terms of teacher's ability, type of pupils, physical size of classrooms, conditions for fire drills, unconscionably large — yes, overcrowded — classes (even here the results are surprisingly good compared to the medium and small size classes).

Scores in Reading, Language, Vocabulary, and Spelling With Median IQ's According to Class Size

Class Size	Median IQ	Reading Score	Language Score	Vocabulary Score	Spelling Score
25	106	84	89	87	87
28	104	84	83	85	83
30	108	84	87	82	86
37	110	87	84	86	86
37	106	82	74	78	78
38	106	87	84	86	87
38	102	80	87	86	81
39	104	82	74	78	81
39	108	84	84	82	85
40	109	84	82	86	82
41	103	84	88	82	83
42	109	87	91	90	82
46	110	87	90	87	95
47	104	90	89	91	95
49	108	84	79	78	84
50	106	90	86	87	85
50	109	83	80	85	83
53	103	80	82	82	84
54	104	81	78	80	80
55	109	85	89	88	90
56	104	90	88	90	90
57	105	90	89	86	85
58	107	87	86	85	85
58	109	87	84	86	86
67	107	83	85	80	80
67	108	87	83	86	83
67	108	85	86	86	88
68	103	85	80	83	82

This table is worth careful study. On the main issue of class size, it indicates pretty clearly that class size is not a factor in the reading, language, vocabulary, or spelling scores. There may be some indications of the importance of teachers, or of the IQ of the students. The spread of IQ's might be significant in this classification. Some interesting additional observations may be noted from these data:

1. The lowest achievement (80) in reading is in classes of 38 (IQ 102); of 53 (IQ 103); and the highest (90) is in classes of 47 (IQ 104); of 50 (IQ 106); of 56 (IQ 104); of 57 (IQ 105).

The lowest achievement (74) a language score, was in classes of 37 (IQ 106); of 39 (IQ 104); the highest achievement (91) was in a class of 42 (IQ 109).

The lowest achievement (78) in the vocabulary score was in classes of 37 (IQ 106); 39 (IQ 104); of 49 (IQ 108); the highest achievement (91) was in a class of 47 (IQ 104).

The lowest achievement (78) in spelling was in a class of 37 (IQ 106), and the highest achievement was in classes of 46 (IQ 110); or 47 (IQ 104).

Daniel Webster on Character Building

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal souls, if we imbue them with principles, with the fear of God and love of fellow men, we engrave on those tablets something which brightens all eternity.

The reader can readily compare the scores of the five smallest classes and the five highest classes already conveniently arranged in the table above. But we present below two tables of the classes with similar IQ medians. In this study the IQ's of the class ranged as follows: 102 — 1; 103 — 3; 104 — 5; 105 — 1; 106 — 4; 107 — 2; 108 — 5; 109 — 5; 110 — 2.

If we take the classes whose median IQ is 104, this is the result:

Class Size	Reading Score	Language Score	Vocabulary Score	Spelling Score
28	84	83	85	83
39	82	74	78	91
47	90	89	91	95
54	81	78	80	80
56	90	88	90	90

If we take the classes whose median IQ is 109, this is the result:

Class Size	Reading Score	Language Score	Vocabulary Score	Spelling Score
40	84	82	86	82
42	87	91	90	82
50	83	80	85	83
55	85	89	88	90
58	87	84	86	86

Probably the greatest understatement that could be made on the basis of these statistics is that size of class is not a determining factor in pupil achievement in the fields of reading, language, vocabulary, and spelling. A detailed statistical study with reference to the teaching of religion by Father Deneen — the technique of which we need not repeat — concludes:

"In the classes studied (religion) there is no relationship between class size and pupil achievement as measured by diocesan examinations." — E. A. F.

EDUCATION OR PRESSURE?

The *Congressional Quarterly* reports the expenses for lobbying during the first half of 1959.

The National Education Association spent for lobbying \$56,312 — one of the highest by a single association. In a period with the critical discussion of reform labor legislation, the AFL-CIO spent \$65,604.

Are these educational expenditures to be classed as education or pressure? — E. A. F.

Programs for Advent and Christmas

The Greatest Christmas Gift

By Sister M. Nivita, O.S.U.

St. James School, Louisville, Ky.

A play for primary grades

CHARACTERS

A Sister and fifteen or more pupils.

God—dressed in flowing white robe with a lot of glitter and a tall crown.

God's creatures:

Sun—child holding replica of the sun.

Light—dressed in bright yellow.

Moon—child holding replica of the moon.

Stars—child dressed in blue with different size stars on her robe and in her hair.

Land—child holding a picture of the landscape.

Water—child holding picture of a water scene.

Birds—one child or several children dressed as different kinds of birds.

Fish—one child or several children dressed as fish or carrying large replicas of fish.

Plants—boys dressed in brown with leaves on their garments and carrying tree boughs. Girls dressed in gay dresses with flower blossoms pinned on their robes.

Man—Adam and Eve dressed in Sunday-best clothes.

Gabriel and two little *angels*.

Mary, Joseph, and the Babe.

Messenger of the King—wearing a cape and carrying a trumpet.

Two or three *innkeepers*.

SCENE

The stage is set only once for the entire play. One half of the stage shows a classroom where a religion class is in session. The other half of the stage is left vacant for the dramatization of the different scenes discussed in the religion class. The curtain stays open from beginning to end. As the curtain opens, Sister is seated at her desk. The children are in their places.

SISTER: Who can tell me how many days there are until Christmas?

CAROL: I know. It's just — days.

SISTER: What is Christmas, Kevin?

KEVIN: Well, Santa Claus comes, and he is going to bring me a cowboy hat and some boots to match, two guns and a holster set, roller skates, and a ball and bat.

JOHN: And our grandmother comes, and we are going to have pumpkin pie for dinner.

SISTER: Can anyone tell me what happened on the first Christmas Day?

MARY: Jesus was born on the first Christmas Day more than nineteen hundred years ago.

SISTER: And who is Jesus, Mark?

MARK: Jesus is the Son of God.

SISTER: Yes, Jesus is the Son of God and He became man. I wonder if you can tell us why Jesus became man, Richard.

RICHARD: Jesus became man to satisfy for the sins of all men, and to help everybody gain heaven.

ELIZABETH: Sister, will you let us act out again the story of God's great love for us, from the very beginning of time.

SISTER: I would love for you to do just that. You may be the narrator, Kevin, and tell us the story of creation.

[Kevin steps slightly forward and begins.]

NARRATOR: In the beginning there was only God, nothing else. Then out of nothing, by His almighty power, God created all things. God said:

[Child dressed as God comes to the stage, lifts up his hands and says in a very powerful voice.]

GOD: Let there be light!

NARRATOR: And light was made. [Light comes in, bows before God and says]:

LIGHT: I am the light. Thank You, God, for making me. [Moves to his place on the stage.]

NARRATOR: And God saw that the light was good. Then God said:

GOD: Let there be a sun!

NARRATOR: And the sun was made. [Sun comes in, bows, and says]:

SUN: I am the sun. Thank You, God, for making me.

NARRATOR: And God saw that the sun was good. Then God said:

GOD: Let there be a moon!

NARRATOR: And the moon was made. [Moon comes in, bows, and says]:

MOON: I am the moon. Thank You, God, for making me.

NARRATOR: And God saw that the moon was good. Then God said:

GOD: Let there be stars!

NARRATOR: And the stars were made. [Children dressed as stars come in, bow, and say]:

STARS: We are the stars. Thank You, God, for making us.

NARRATOR: And God saw that the stars were good. Then God said:

GOD: Let there be land!

NARRATOR: And land was made. [Child holding picture of land comes in.]

LAND: I am the land. Thank You, God, for making me.

NARRATOR: And God saw that the land was good. And then God said:

GOD: Let there be water!

NARRATOR: And the water was made.

WATER: I am the water. Thank You, God, for making me.

NARRATOR: And God saw that the water was good. Then God said:

GOD: Let there be birds!

NARRATOR: And the birds were made.

BIRD: We are the birds. Thank You, God, for making us.

NARRATOR: And God saw that the birds were good. Then God said:

GOD: Let there be fish!

NARRATOR: And the fish were made.

FISH: We are the fish. Thank You, God, for making us.

NARRATOR: And God saw that the fish were good. Then God said:

GOD: Let there be plants!

NARRATOR: And the plants were made.

TREES: Thank You, God, for making us.

FLOWERS: We are the flowers. Thank You, God, for making us.

NARRATOR: And God saw that the plants were good. Then God said:

GOD: Let there be animals!

NARRATOR: And the animals were made. [The animals enter, bow, and say]:

ANIMALS: We are the animals. Thank You, God, for making us.

NARRATOR: And God saw that the animals were good. After God had created the world and filled it with many wonderful gifts, He said:



The Creation Scene presented by Sister Nivita's first grade.

GOD: Let us make man in our own image and likeness!

NARRATOR: God created man in His image; in the image of God, He created him.

ADAM: I am Adam, and this is my wife, Eve.

ADAM AND EVE [together]: Thank You, God, for making us.

[Sister stands, turns to the children, and says]:

SISTER: Boys and girls, let us sing a hymn of praise to God for all His gifts.

[Chant the following in a psalm tone.] Let all creatures praise the Lord, give glory to the Lord our God.

Let sun, moon, and stars praise the Lord, give glory to the Lord our God.

Let all the birds of the air praise the Lord, give glory to the Lord our God.

Let all the fish of the sea praise the Lord, give glory to the Lord our God.

Let all the flowers of the field praise the Lord, give glory to the Lord our God.

Let all the animals praise the Lord, give glory to the Lord our God.

[A few chords are played as the children in the dramatization walk off the stage.]

SISTER: What happened to Adam and Eve?

THELMA: God placed Adam and Eve in a beautiful garden called Paradise. He told them not to eat of the fruit of a certain tree. God wanted to test their love for Him. He promised Adam that he would always be happy if he obeyed His command; but if he did not obey, he would lose God's friendship and would be punished.

SISTER: Did Adam and Eve obey God, Margaret?

MARGARET: Adam and Eve did not obey God. So God put them out of the beautiful garden. They were no longer children of God. They lost their right to go to heaven.

They lost the right for us to go to heaven, too. But Adam and Eve were sorry for their sin. God knew that they were sorry, and He promised Adam and Eve that He would send a Saviour.

KEVIN: Did the Saviour come right away?

MARY: Oh, no. God did not tell Adam and Eve when the Saviour would come. The people waited and waited. Many years passed before the Saviour came. The people prayed like this: "Father in heaven, send us a Saviour."

SISTER: Don't you think it would be nice for us to stand and sing the prayer to God, our Father, and ask Him to send us a Saviour?

[Song: A PRAYER FOR ADVENT. That All May Sing, Justine Ward.]

O come, O come Emmanuel
And ransom captive Israel,
Rejoice, rejoice, O Israel,
Thy Saviour comes, Emmanuel.
Amen . . . Alleluia.

MARY: After a long time, God was ready to send the Saviour. He was going to send His only Son, Jesus, to be our Saviour. He wanted the best of all Mothers for Him. God saw Mary. Mary was good. So God wanted her to be the mother of Jesus.

CAROL: How did Mary find out that God wanted her to be the Mother of the Saviour?

HELENA: One day when Mary was alone [Mary walks to the center of the side stage and kneels], God sent an angel [Gabriel flutters in and raises his hand in gesture to Mary] to give Mary the message.

GABRIEL: Hail Mary, full of grace! The Lord is with thee. God wants you to be the Mother of Jesus.

MARY: Yes, I will. I will do what God wants.

HELENA: At that moment, Mary became

the Mother of God.

[Children stand and sing]:

The Hail Mary, by Sister Joan, O.S.U.

1 / 2 3 / 2 / 1 / 5 . / .

Hail Mary full of grace

5 / 4 / 3 / 2 . / 1 . / .

The Lord is with thee,

5 / 5 5 / 6 . / 5 . / 4 3 /

And bless-ed art thou a-mong

2 . / 3 . / .

wo-men

3 / 4 3 / 2 / 1 / 7 / 1 / 2 / 3 /

And bless-ed is the fruit of thy womb,

2 . / 1 . / .

Jesus.

[A few chords are played while Mary and the angel leave the stage.]

SISTER: What did Mary do after the angel's visit?

VICKI: Mary was very busy in her home in Nazareth. She was getting ready for Jesus. She must make warm little blankets for Him. St. Joseph helped Mary. St. Joseph was the one God had chosen to take care of Mary and Jesus. One day the King sent his messenger to Nazareth.

[Messenger enters, proclaiming]:

MESSSENGER: His majesty, Caesar Augustus, decrees that every person must go to his own town to register for the census.

ELIZABETH: Joseph and Mary had to go to Bethlehem to sign their names. Mary packed some things and St. Joseph put them on the back of a little donkey. They traveled four days to get to Bethlehem. They were very tired when they got there. St. Joseph went to look for a place to stay.

[The innkeepers come and stand in a semicircle on the stage. St. Joseph enters wearily. Mary stands just inside the entrance to the stage, waiting.]

ST. JOSEPH [going to the innkeeper]: I am Joseph. Mary and I are looking for a place to stay.

FIRST INNKEEPER: We haven't any room for you.

(Concluded on next page)



Singing to the newborn Babe.

ST. JOSEPH [*going to second innkeeper*]: I am Joseph. Mary and I are looking for a place to stay.

SECOND INNKEEPER: Our house is full. You can't stay here.

ST. JOSEPH [*to third innkeeper*]: I am

Joseph. Mary and I are looking for a place to stay.

THIRD INNKEEPER: I am sorry. We haven't any room.

ELIZABETH: So St. Joseph had to take Mary to a poor cold stable, [*Joseph comes*

in with a manger, places it on the floor and arranges the straw.] because there was no room in the inn. That night in the stable, Jesus was born. [*Mary comes in and places the Holy Babe on the straw and kneels beside the manger. Gabriel, followed by two little angels, take their watch behind the manger.*]

[*Children sing: Chorus to "O Come All Ye Faithful," or any desired hymn. The scene of the Birth remains on the stage while Sister concludes.*]

SISTER: Boys and girls, you told the story nicely. We see our Father in heaven kept His promise. Jesus is the Saviour for whom we were waiting. He is the Gift of the Father to us. At Christmas, we celebrate the birthday of Jesus. Jesus our Saviour, is *Our Greatest Christmas Gift*. I hope that this Christmas each of you will have a gift to offer to Jesus. The greatest gift you can give Him is a warm heart full of love.

[*The entire cast comes back on stage and group around crib and sing. Song: "A Christmas Carol, That All May Sing," Justine Ward.*]

For the upper grades

O Come Emmanuel

By Sister Marie Ethna, I.H.M.

St. Mary's School, Monroe, Mich.

DANIEL: I am Daniel, the Prophet! As you probably recall from your Bible history, the prophets were holy men chosen by God, to foretell events in the life of Christ hundreds of years before He was born. Tonight, you will hear that Jesus would be born in Bethlehem, predicted by the prophet Micheas, hundreds of years before the first Christmas. You will also hear the prophet Isaias tell that the Saviour will be born of a virgin, and many other prophecies that kept alive the promise of a Saviour.

NARRATOR: We children of St. Mary School have gathered here tonight to *relive* the great mystery of the Birth of Jesus, our Saviour. But in order to *relive* and fully appreciate this mystery, we wish to step back into the days of the Old Testament where we *unite* with the Jewish people in their *long years of waiting and longing* . . . and *praying* . . . for the coming of the Saviour.

In this way we hope to show our *own* longing and waiting for the *rebirth of Jesus* in our hearts on Christmas; and also . . . our longing to be united with our Saviour at His *final coming* at the end of time. Will you join us tonight as we share with all the members of the Mystical Body in our preparation?

[*Clash of Cymbals*]

NARRATOR: At the beginning of time God made the heavens and earth. And He saw that it was good. Then He made man in His own likeness and put him in the garden of paradise. Adam, the head, and Eve, his helpmate. There was deep friendship between God and man. But the fruit of the tree was tempting and the serpent envied man's innocence. "Eat and you shall be like unto God." So Eve ate and Adam ate, and in Adam the whole human family fell from the love of God. Adam and Eve found themselves naked, stripped bare from the friendship of their Maker. The dark

night of suffering, toil, and loneliness had begun. But God did not leave Adam and Eve in their despair. He spoke to them in their sorrow. He could not remove the punishment, but He would show His mercy. One day a Saviour would come to save them from their sins. This word of God brought hope to the human heart.

[*Carol: "O Come Emmanuel"*]

NARRATOR: The years had passed. The water of the flood had drowned a wicked generation. Then God spoke again the WORD OF HOPE, this time to Abraham. His faithful servant.

As you recall from your Bible history many of the Jews fell away from their faith in the one true God. Life was easy and comfortable when they were freed from the vigilance of a stern God; so they turned to the worship of false gods.

Abraham was God's first missionary. He is the first one to leave Father and Mother, lands and possessions, to follow the voice of God. God called Abraham to break away from the worship of false gods and to begin the worship of the one true God.

To prepare this courageous man to become the father of the new Jewish race God spoke to Abraham:

[*Curtain — Abraham, bearded and robed in Arab tunic, stands before the tent.*]

VOICE OF GOD: "Abraham! Abraham! . . . Your fathers serve strange, false gods! Abraham! You go forth out of your country and from your relatives and out of your father's house, and come into a land which I will show you. And I will make of you a great nation, and I will bless you and magnify your name and you shall be blessed."

[Abraham beckons to Sarah within the tent and they depart.]

VERSE CHOIR: "He that is called Abraham obeyed to go out into a land which he was to receive for an inheritance. And he went out, not knowing where he was to go."

NARRATOR: For months and months Abraham with his wife Sarah and a little caravan of followers wandered across the blistering sands of the deserts, sojourning for some time in Egypt and finally arriving at the new land destined for the Jewish people. [Choir sings Psalm 22 (*The Lord is my Shepherd*) Abraham re-enters]. Years later, in his old age, Abraham again heard the promise of God—an announcement of things to come.

VOICE OF GOD: "And I will make of you a Great Nation, and I will bless you. Look you up to the heavens and count the stars so will your children be numbered and multiplied, I will make nations of you and KINGS shall come out of you."

[Curtain closes.]

NARRATOR: Thus in one of Abraham's sons, the long awaited Isaac, all nations would be blessed. God spoke to Isaac; He spoke to Jacob. God was preparing the hearts of men to receive the promised One; and He was faithful in His love. Even though the Jews sinned, God did not go back on His word. Although the Jews knew of their own sinfulness, yet in hope and longing they waited patiently for the coming of the Saviour.

Through the mouths of His prophets God kept alive the flame of hope which was first enkindled for Adam and Eve at the gates of Paradise; God would come and set His people free from the power of the devil.

The prophets were men to whom God told His secret ways that they might make them known to men, that they might keep alive the promise of the Kingdom.

Let us now listen to the voice of some of these prophets. The word of the Lord came unto Isaias:

[Curtain rises.]

SECOND NARRATOR: Isaias is known as the GREAT PROPHET. His very name means "Jesus is the Lord"! Isaias was a member of the royal family and after a most holy life, his days were ended by

martyrdom. At the command of his wicked son-in-law, King Manasses, he was sawed in two! Isaias is also known as our Lady's prophet.

ISAIAS: "Behold a virgin shall conceive and bear a son, and his name shall be called Emmanuel. He shall eat butter and honey, that he may know to refuse the evil and to choose the good."

CHOIR: "Behold a Virgin Bearing Him" [scene of Annunciation behind a net curtain].

SECOND NARRATOR: And the word of the Lord came to the prophet Jeremiah when he was only 24 years old. Although he is frequently called a man of tears because he had to foretell to the Jews that their temple would be destroyed and they would be made captives of an enemy nation, he also had a very joyful message. Though the people have offended God and must do penance for their sin, still He is their loving Father and one day—though it be a long time off—He would send a King—His very own Son—to save them . . .

[Enter Jeremiah, a young man.]

VOICE OF GOD: "Before you were born I sanctified you. Already you were chosen to be my prophet."

JEREMIAH: Ah Lord, I cannot speak for I am only a child!

VOICE OF GOD: Say not, I am a child! For you shall go out to all that I send you. For you shall speak whatsoever I command you! Be not afraid . . . For I am with you! [Exit young Jeremiah.]

2ND NARRATOR: Although Jeremiah was not received by the Jews of his own country, he kept favor with God and we see him again as an old man, a priest of the Lord, still speaking of things to come.

JEREMIAH [old man—dressed as a Jewish priest]: Behold, the day will come, saith the Lord, and I will raise up to David a just branch and a King shall reign, and shall be wise, and shall execute His judgment, and they shall call Him—the Lord, our just one . . . [Exit Jeremiah.]

2ND NARRATOR: And the word of the Lord came to the prophet Habacuc. Habacuc, one of the lesser prophets, lived at the same time as Daniel. It was to him that an angel appeared commanding him to take his pot of porridge to the city where Daniel was held captive within a lion's den. When Habacuc complained that he knew neither Daniel nor the city, an angel picked up this man by the hair of his head and carried him to the lion's den where he served supper to the hungry Daniel!

Once again God repeats His promise of a Saviour to this prophet. [Enter Habacuc—Jewish robe, beard, lantern.]

HABACUC: Write the vision and make it plain that he who reads it may understand. For behold, the Lord shall appear. He shall not lie. If He make delay . . . Wait for Him! For He shall come and shall not tarry. [Exit Habacuc.]

2ND NARRATOR: When Daniel was just a young boy he was taken captive with the other Jews and carried off into the pagan kingdom of Babylon.

Because he was a good student he was kept at the King's court among the princes. Even there he was faithful to God and kept up his prayers and penances and lived a holy life.

The same Angel Gabriel who was sent to Mary to bring her the good news that she was chosen to be the Mother of the Saviour, also came to Daniel and showed him the meaning of the visions he had of the coming of Christ. He wrote down what God showed him, and his book has come down to us in the Bible.

2ND NARRATOR: Daniel was called "A man of desires" because he longed for the return of his people to Juda and for the coming of Christ. [Enter Daniel.]

DANIEL: I saw in a vision of the night. And lo . . . one like the son of Man came with the clouds of heaven. And all the peoples . . . tribes . . . and Kings shall serve Him! And His power is an everlasting glory that shall not be taken away. And His kingdom shall not be destroyed.

[Boys' choir: Psalm 92. Vision of a King behind net curtain—people bowing. Exit Daniel.]

2ND NARRATOR: And to Micheas, the prophet, from a town of Juda, the word of the Lord came. Micheas was a man of the open. He was a peasant but his language was pure and strong and musical. He must have had a deep and secret spiritual life because God entrusted him with many of His secrets. Perhaps because he was not a big and important man in the affairs of his country God could use him as His instrument to foretell the importance of a little town—Bethlehem of Juda . . . From this city would come a Fair Prince . . . who is also a Fair Pauper . . . who was not yet come, but who would be of the family of David . . . and would spring from the least among the thousands of Juda . . . [Enter Micheas—lantern, scroll, robe, and turban.]

MICHEAS: "And thou Bethlehem, art little among the thousands of Juda. Out of thee shall the Saviour come who shall be ruler in Israel."

[Girls' Choir: "O Little Town of Bethlehem." Silhouette of Bethlehem behind net curtain. Exit Micheas.]

2ND NARRATOR: Revelation came into

Zacharias' life like so many flashes of lightning, and an angel was needed to tell him what the revelation meant. In a splendid vision he saw the coming of Christ as He would return at the end of time. This vision is an important one for us, especially since it has not yet happened and it is the one to which we look forward. [*Enter Zacharias.*]

ZACHARIAS: "Behold the Lord shall come, and all His saints with Him and there shall be in that day a great light."

[*Boys' choir: Psalm refrain. Exit Zacharias.*]

NARRATOR: All the longings and holy desires of the whole of mankind are fulfilled in Mary, the Virgin and Mother. God had prepared His chosen people through the voice of the prophets, and in

Mary's soul this preparation reached its fullness. [*Pantomime of Annunciation.*]

SPEAKING CHORUS: "Hail Mary, full of grace, the Lord is with thee! Thou art the glory of Jerusalem. Thou art the joy of Israel. Thou art the honor of our people."

MARY: "Behold the handmaid of the Lord; be it done to me according to Thy word."

ISAIAS [*stepping before net curtain*]: Behold a Virgin shall conceive and bear a son . . . And His name shall be called Emmanuel!

CHOIR: "Behold a Rose of Beauty." [*Curtain closes during song.*]

NARRATOR: At long last the birth of the Saviour was at hand. The first Christmas night found the fulfillment of the Jews' longing.

SPEAKER: The Christmas Gospel [*curtain closed*]: At that time, a decree went forth from Caesar Augustus that a census of the whole world should be taken. This first census took place while Cyrenus was governor of Syria. And all were going, each to his own town, to register. And Joseph also went from Galilee out of the town of Nazareth into Judea to the town of David, which is called Bethlehem—because he was of the house and family of David—to register, together with Mary his espoused wife, who was with child. And it came to pass while they were there, that the days for her to be delivered were fulfilled. And she brought forth her firstborn son, and wrapped Him in swaddling clothes, and laid Him in a manger because there was no room for them in the inn.

[*Curtain opens—Nativity scene; no Infant. Procession of vested choir boys, one boy carrying Infant.*]

[*Song—"Mary the Dawn" sung alternately—Placing of Infant in the crib. Song—"O Light of All the World."*]

SPEAKER: And there were shepherds in the same district living in the fields and keeping watch over their flock by night. And behold, an angel of the Lord stood by them and the glory of God shone round about them, and they feared exceedingly. And the angel said to them, "Do not be afraid, for behold, I bring you good news of great joy which shall be to all the people; for today in the town of David a Saviour has been born to you, who is Christ the Lord. And this shall be a sign to you; you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace among men of good will."

[*Song: "Angels We Have Heard on High." Entrance of Three Kings—process down center aisle, offer gifts and join scene. Song: "We Three Kings of Orient Are."*]

NARRATOR: Christmas is Christ's Mass. Two thousand years ago Christ came as a little child to the Jewish world. In a few more days He will come to us in our Christmas Mass. He will come to all the members of St. Mary Parish, to all Catholics throughout our country and all over the world. As we unite with our fellow members of the Mystical Body at our Christmas Mass, let us pray that the Kingdom of Christ may come to all men in our time, to all peoples, races, and nations. Our Father, who art in heaven! Thy Kingdom come! [*Song: "In Bethlehem."*]

Choral reading for middle grades

Our King Is Born

By Mrs. J. A. Rayburn

St. Mary School, Durand, Wis.

SOLO 1

While sheep upon the hillside stirred,
The shepherds there, without a word,
Quieted the wand'ring herd

The night our King was born.

Chorus: The night our King was born.

SOLO 2

The skies, all bright with stars above,
Were opened by the God of Love
And angels, gentle as a dove, (said)

"To you a King is born."

Chorus: "To you a King is born."

SOLO 3

"Glory to God" was the angels' song.
They were a bright and mighty throng.
Their praise of God was great and long

When His only Son was born.

Chorus: His only Son was born.

SOLO 4

The humble shepherds, filled with fear,
Fell to their knees on the meadow drear,
Then saw a bright star shining near,

The night our King was born.

Chorus: The night our King was born.

SOLO 5

"Rise," sang the angels, "Rise and go—
The star will guide you forth and show
You the stable and the manger low

Where the Promised One is born."

Chorus: The Promised King is born!

SOLO 6

The shepherds did as they were told,
These stalwart men—the young, the old—
Hastened onward to behold

Their little King now born.

Chorus: Their little King now born.

SOLO 7

They were guided by the star on high
That moved across a brilliant sky
And beamed with joy at the shepherds' cry:

"Oh, see; our King is born!"

Chorus: "Oh, see; our King is born!"

SOLO 8

There on heaps of golden straw
The Virgin gazed in loving awe
At the Child foretold by Divine Law—

Her Son, and King, now born.

Chorus: Her Son, and King, now born.

SOLO 9

"Oh, this is our King, awaited long!"
The shepherds echoed the angels' song.
"Saviour of man, your reign prolong,

Oh, Divine King, now born."

Chorus: Oh, Divine King, now born.

SOLO 10

With the shepherds at the Christ Child's
feet,

Our joy is great, our love complete.

As the age-old mystery we repeat:

Our Lord and King is born!

Chorus: Our Lord and King is born!



Advent Star above the door at St. Boniface High School, Cold Spring, Minn.

High school students found
this outdoor Advent Star
an inspirational project

A Star Leads to Christmas

By Sister M. Andre, O.S.B.

St. Boniface High School, Cold Spring, Minn.

■ It was in a pre-Advent meeting, in 1955, that the Student Council of St. Boniface High School, in Cold Spring, Minn., decided that a tall, well-lit Christmas tree in the main hall killed the Advent emphasis of Mother Church—longing for the birth of Christ. From their own experience, the juniors and seniors freely admitted that the smaller trees lit for the first time in their homes on Christmas eve acted as a jaded anticlimax to the premature Christmas tree, lit in mid-Advent, in their school hall. What to do?

Back and forth they tossed and scrambled ideas as they held meetings, drank cokes, and nibbled on potato chips. They wanted something new to their locality, something in the spirit of the pre-Christmas Advent liturgy. They wanted something that would "take" with the teen-crowd in their school. Several night meetings later, a huge Advent star project began to take shape—huge in size but simple enough to be student made—to be a student project.

The Star was to be hung outside, on the front wall, of the school. It was to be wider than two school windows. It should extend half way up the two windows on the second floor and one fourth of the way down the windows on the first floor. It was not to be a glittering Christmas ornament decorating the front of the

school. But by its shape and color, by its symbolism, it was to keep before the students the Advent mind of the Church as they came to school in the morning and at noon, as they passed to and from classes during the day, as they hurried into school for basketball games in the evening. It was to suggest to the students, and to passers-by, that Christmas—Christ—was coming.

Today, several years later, the students have not given up their Advent Star. It still charges their young imaginations, stirs their Advent longing, and excites them to live, as a school family, more intimately with the Church. Each year more students, in their own homes, create a modified Advent Star and hang it above their front doors or in their picture windows.

The Star is six-pointed, sawed from a one-half-inch plywood panel, and covered with heavy silver foil. It is edged in evergreen branches, evergreen whose symbolism serves to awaken hope in Christ's coming. In the center of the Advent Star, and on each of its six points, the students designed the symbols of the seven O-Antiphons. Rays project between each of the Star's points on which are painted the English titles of Christ for the corresponding O-Antiphon.

On each of the last seven days of school, before Christmas, a new Star-point, a new

O-Antiphon is lit. This is done by stringing a set of tree lights around the edge of the Star and also by skillful use of a spotlight. The student council assigns a student to write the day's O-Antiphon on a front blackboard in all classrooms and home rooms. For that day, this O-Antiphon is prayed before all classes, every study, and every activity period. A well-written student interpretation of the Star's symbolism is read and discussed by a student leader in all English classes on the day the Star is hung.¹ Copies of this interpretation are mimeographed for every student and for student distribution to their parents, married brothers and sisters, and friends.

Tournaments, lyceums, plays, and dances are all fine mediums for unifying a school family. But no project intensifies and welds a school family into a body under the leadership of Christ as do the seasonal prayers of Mother Church. The Advent Star with its dynamic symbolism coupled with a student body praying each day the proper O-Antiphon is an effective channel toward the achievement of a conscious togetherness in and with Christ—the Christ who is to come.

¹Copies of the 1958 student interpretation are available to anyone who sends a self-addressed stamped envelope to: Secretary of the Student Council, St. Boniface High School, Cold Spring, Minn.



We Need the MASS

By Sister M. Columba, I.W.B.S.

Incaruate Word Academy, Houston, Texas

OPENING CHORUS: Praised be the Incarnate Word.

[This is the theme song of the Sisters of the Incarnate Word.]

ANNOUNCER: Greetings of this joyful season to all! To our dear pastor, priests, parents, and teachers we present this pageant, "The Story of the Divine Mystery of the Incarnation," because at this season of the year, Holy Mother the Church commemorates this marvelous mystery of our holy Faith. During this time of great graces, the liturgy of the Church abounds in outstanding events in the life of the Divine Child.

[Here the leading speaker announces the following dates from the Church calendar and the members of the cast say in chorus the corresponding feast.]

December 25: Christmas Day, Christ was born in a stable at Bethlehem nearly twenty centuries ago.

December 26: St. Stephen's Day, First Martyr.

December 27: St. John the Evangelist (our pastor's feast day).

December 28: Feast of the Holy Innocents.

December 29: St. Thomas à Becket, an English martyr.

January 1: Circumcision of Our Lord; a holyday of obligation.

January 2: Feast of the Holy Name of Jesus. Feast Day of our Holy Name Parish and our Holy Name School.

January 6: Feast of the Epiphany of our Lord; Epiphany means manifestation.

READER: The contemplation of the mystery of the Incarnation invites all of us to be born again through a more vital union with Jesus Christ, who became Man for the love of each one of us. Let us draw near to His Holy Mother and dear St. Joseph; with the gentle shepherds LET US ADORE HIM, CHRIST THE LORD. With the Magi, we give thanks to God for manifesting Himself to us. Like the Magi we have a lively faith, a firm hope, and an ardent love, ever seeking the true God and longing for His heavenly gifts.

[Very colorful effect when the underlined characters represented walk slowly across the stage as the reader narrates.]

SMALL CHILD [holding or wearing a star, says]:

When the Wise Men sought for the newborn King

Who had come to rule the earth,
They followed a Star, from their homes afar

To the place of our Saviour's birth.
And the wise men still, who seek our Lord

Will find a guide, by the tiny light
Which both day and night before the Tabernacle burns.

ANOTHER READER:

Each day we say in the Apostles' Creed "I believe in Jesus Christ, His only Son, our Lord who was conceived by the Holy Ghost, born of the Virgin Mary." This dogma of our faith we proclaim when we recite in the Angelus, "The Word was made Flesh." We ponder this truth while saying the Joyful Mysteries of the Rosary. [Annunciation tableau as this mystery is read.] In the Annunciation, the Angel tells Mary that she is to be the Mother of God. [Visitation tableau.] In the Visitation, St. Elizabeth glorifies the goodness of God with Mary as she chants the Magnificat. [Singing of the first two lines of the Magnificat is very appropriate.]

The third Joyful Mystery, the Nativity, brings to our mind the greatest event in the history of mankind: the birth of our Lord and Saviour in Bethlehem nearly twenty centuries ago. On that night of the dear Saviour's birth, the angels sang Glory to God in the highest and on earth

peace." This message of peace is the keynote of our gloriously reigning Pontiff's First Christmas Message to the world. He asked all of us to pray for unity and peace among nations. What has he not done in the short span of one year for this unification? What will he not do for the future? Yes, we have a Great Pope. Let us thank God this Christmas for His goodness in giving us Pope John. Worthy of attention is our Holy Father's moving tribute to his predecessor, Pope Pius XII, whom he describes as *Pastor Angelicus*. Yes, our gloriously reigning Pontiff has told the world that for nineteen years the Christmas Message from the Eternal City was and still is a plea for Peace and Unity.

[Choir sings "O Holy Night."]

ANOTHER SPEAKER:

Yes, this is the night . . . which will bring a glorious morn! Our saintly Pontiff tells us that our divine Lord will teach us this lesson of peace and love among nations and men which we could never learn by ourselves. When Christ came, the whole world was at peace. There was no fighting then. With Christ's coming each soul felt its worth. Today, more than ever before, the world lies sick and weary, in sin and in error. Millions of people have never even heard that the Son of God became Man. Other millions who know and love Him dearly are prevented from offering Him our Greatest Prayer, the Holy Sacrifice of the Mass. Let us listen to the appeal of our Holy Father to pray for peace for the whole world and more especially for our persecuted brethren in China. Weary of war they are searching for the Peace which the world can neither give nor take away.

All mankind must be urged to look to our altars and believe that in spite of failures . . . the stars are shining brightly . . . and high in the heavens, brighter than all the rest is that Star of the East, our Bethlehem's Star. Has He not said, "Behold I am with you all days even to the end of the World"? Why shall we not hope since He is ever present in the Sacrament of His Love? Hope we must during this Joyful Season. . . . For yonder breaks a new and glorious morn!

[Choir sing . . . "O Come All Ye Faithful"—one verse or even the chorus if time is limited.]

ANOTHER SPEAKER:

Lamb of God Give Us Peace! Agnus Dei . . . Dona nobis pacem! Each day at Holy Mass we hear the priest saying this prayer aloud. Christ Himself tells us "My Peace I give you." Where Christ is there is peace. On the night before He died Jesus began this everlasting gift of Peace

in the Holy Sacrifice of the Mass. Each day He is born again on our altars, at the hands of the priest.

While some men launch a satellite,

The Priest brings us the God of light. Through the centuries men have discovered the Peace of Christ while kneeling at the foot of the altar. Let us go often to Christ in the Tabernacle and pray Him to teach us the value of the Mass, the power of the Mass, and to learn from Him to know and to love the Mass.

Our late Holy Father, Pope Pius XII, has made a universal appeal to all the faithful to take an intelligent and active participation in the Mass. With the great St. Augustine, He has brought home to us that the Great Days of Holy Week are very important days in the Catholic Church, days of special graces and blessings. Let us be grateful and do all in our power to have our saintly Holy Father of beloved memory be pleased that we are responding to his plea to receive Holy Communion often and to make the Holy Sacrifice of the Mass our most glorious experience.

ANOTHER SPEAKER:

Pope John XXIII, our gloriously reigning Pontiff, is pleading with the whole Catholic world to pray and work for Peace and Unity . . . That Peace Which the World Can Neither Give nor take away . . . our Holy Father's warm personality and his universal interest in social problems will greatly aid humanity in this search for *Peace and Unity*. At our altars each day wherever the Holy Sacrifice of the Mass is celebrated this prayer for Peace is constantly repeated. Let us join with the prayer of our Holy Father, of our bishops and our priests of the world in that prayer of the Mass . . . *Dona nobis pacem* . . . Lamb of God, give us peace! The Pope of the Eucharist, Pius X has said that assisting at Mass and receiving Holy Communion is the shortest way to our heavenly home. All of us want to get there. Cost what it may . . . therefore let us treasure the Mass, the *Sacrificing Gift of God to Man*.

We now present the Pageant.

PART TWO

[Soft music is being played while all is in darkness on the stage, two or three little pagan children are running away from their home in order to find the home of the kind Master. An old beggar points out the home in the distance.]

LITTLE CHILD: Oh, oh, it is so dark. I wonder if it is much farther, brother?

ROBERT: No, little sister, soon we will be there.

LITTLE ONES: Do you think she will let us in?

ROBERT: Oh, yes, little sisters, I have heard that Mary, the Mother of Jesus, is the kindest woman in the whole wide world.

SISTER [scared]: Robert, can this be really true, and how do you know all this?

ROBERT: I shall tell you in just a few minutes when we have carefully crossed this street.

SISTER: Do tell me quickly.

ROBERT: Dear little sisters, you shall soon see for yourselves, for here is the house of John, the Apostle. They tell me that Mary lives with him now that her Son has gone away.

LITTLE SISTERS: How wonderful, how wonderful. I just can't wait any longer. Let us knock quickly and loudly, so we can be heard by this beautiful lady.

[Curtain is now partly opened and lights are gradually brightening, as the Mother of Jesus, comes to the center with outstretched arms when she hears and sees the little ones.]

MARY: Come in, dear children, the night is dark and you seem so cold and hungry. I must do all I can for you, dear little ones.

ROBERT [says this very slowly]: My little sisters and I are seeking Mary, the Mother of Jesus.

MARY: My Son is Jesus.

ROBERT: We heard a strange story in Jerusalem last week about you and your wonderful Son. It was such a wonderful story that we came to find out if it could really have been true.

LITTLE SISTER: Yes, indeed, an old beggar told us that you are everybody's mother. That you and your wonderful Son love all men, even poor ragged pagans like us.

ROBERT: Indeed he seemed to know all about you, dear Lady, and all about your Son. He said that your Son was the Son of God and that He is not really dead.

LITTLE ONE [pleads]: Oh, please, dear Lady, tell us all about your lovely Child.

MARY: Yes, my dear children, it gives me great pleasure to tell about my dear Son, Jesus. I have told this great story to John the beloved disciple. He has been writing down what he remembered and what I have told him of these wonderful happenings. I will call him to tell you all about my Son, Jesus.

JOHN THE EVANGELIST [very colorful band crossing from left shoulder to right side]: Good evening, children, our good Mother has asked me to tell you about Jesus.

ROBERT: Oh, sir, we have heard such wonderful stories about Jesus that my little sisters and I had to come to find out if they were really true. You were with Jesus when these things happened, weren't you?

JOHN: That is right, I followed the Master for three years as He went about preaching and healing. Doing good to all. Harming none.

LITTLE ONE: What was Jesus like?

JOHN: He was like no one else that had ever been. He did all things well. All who ever looked into His eyes found that their whole lives had changed and that nothing could ever be the same again.

LITTLE ONE: Oh, please do tell us more about Him. I could listen to the story of Jesus for ever and ever.

JOHN: My friend, Luke, who traveled about with Paul, talking to the people about Jesus, tells the beginning of the Great Story like this. . . .

[Very effective if Luke walks in with identification as St. John did. Luke reads slowly as the Annunciation scene appears. Chapter II, Verses 12-14. Angel Gabriel says words of the Angel and Mary says words of our Lady. When Luke stops reading all sing "Ave Maria." As the curtain closes little sisters say very, very loud and slowly]:

LITTLE ONES: How happy Mary must have been after the Angel came.

JOHN: Her joy was so great that she longed to share it with everyone.

[Curtain is opened again for the Visitation scene—Mary and Elizabeth salute each other. Luke reads Gospel Story, Feast of Visitation.]

SOLO [very effective]: Magnificat anima mea Domino. Et exaltavit spiritus meus in Deo Salutari Meo.

[While he is singing, curtain slowly closes.]

LITTLE SISTER: How beautiful, how lovely is dear Mother Mary.

JOHN: Luke and Matthew have word pictures of this great story.

LITTLE SISTER: Did our dear Mother stay long with Elizabeth and what happened next? Do tell us, John, as you are His very own.

[Luke reads Christmas Gospel as the curtain opens slowly. . . . The Mother and Child and St. Joseph, the shepherds, the Wise Men and the choir of angels, all the class. Matthew reads Epiphany Gospel. All sing "Gloria."]

[Nobody moves from the manger scene as the altar and crib must be shown together now. The altar is in the rear of the stage and is raised so all may see the actors who represent the priest and the altar boys.]

LITTLE SISTER: What a beautiful sight! How I wish we could stay here always!

ROBERT: It is beautiful, so beautiful.

LITTLE ONE: If it would only happen again.

ROBERT: It is too beautiful to be all finished. Wouldn't it be wonderful if it would never end, if it would last forever and ever?

[Music for Kyrie plays softly.]

JOHN: It will last forever, children, as you shall see. [Remove curtain before altar. The priest and altar boys walk in to the altar.]

JOHN: On the night before He died, Jesus began this everlasting Christmas, The Holy Sacrifice of the Mass. Each day He is born again on our altar, every Holy Mass is Bethlehem all over again.

[All sing Kyrie.]

JOHN AND SPEAKERS: To this Bethlehem all the world has come. At this Bethlehem men of all time have found joy and strength and healing. The earliest saints of the Church have given their lives in sacrifice for their devotion to the Mass and their faith in Christ. . . .

[The group of martyrs walk slowly in front of the stage. These may be members of choir if more characters are needed.]

Stephen the deacon, Sebastian the soldier, the holy women, Agnes, Cecilia, Anastasia, and the child Tarcisius. . . . These and many others have become shining jewels adorning the Chalice of Sacrifice.

ANOTHER SPEAKER:

In our own day and age the blood of the martyrs, young and old, is sowing the seed of Christianity in the persecuted countries of the world. This example of faith and hope in the God above all satellites helps them to find the secret of all endurance . . . devotion to the Christ in the Mass

[All sing Sanctus, Sanctus.]

ST. FRANCIS: Through the centuries men have discovered the Peace of Christ while kneeling at the foot of the altar, and when the glory of the vision began to dim, a new herald, St. Francis of Assisi, was sent by God, to renew at the Mass, the Christ of the Crib. . . .

[All sing Benedictus.]

MATTHEW AND MARK: Searching the

Praised be the In - car - nate Word . . . Praised be the In - car - nate

Word, for - ev - er and ev - - - er - - - Praised be the

In - car - nate Word . . . Praised be the In - car - nate

Word, for - ev - er and ev - - - er. A - - - - - men.

This is the theme song of the Sisters of the Incarnate Word and Blessed Sacrament.

LORD, BLESS US ALL



Lord bless us all be - fore we go from this Thy hallowed Place,

May all our lives be sanc - ti - fied and hallowed by Thy grace,

And may the Holy --- Sac - ri - fice now of - fer - ed up to Thee,

Bring greater glory to Thy Name for all e-ter-----nity!

Scriptures we learned exactly how Christ intended to give His Flesh and Blood for the faithful to eat and drink. This full explanation is contained in the account of the Last Supper. Matthew, Chapter 26, Verses 26-28.

[These two boys named read Mark, Chapter 14, Verses 22-24 together . . . "And while they were at supper, Jesus took bread and blessed and broke, and gave it to His disciples, and said 'Take and eat . . . *This is My Body*,' and taking a cup He gave thanks and gave it to them, saying, 'all of you drink of this for *this is My Blood*.'" All say slowly "Dearest little Christ Child, we give *Thee*, our hearts." Sing "Praised be the Incarnate Word."]

SPECIAL SPEAKER: This is our Bethlehem, our Mass. Come you who are weak and faltering, come you who are in darkness, you who are fearful. . . . The Child will lead you to the Light. Come you His beloved Innocents, make glad the heart of Him who longs to grant your every wish.

LITTLE SISTER [slowly]: Now I see why you say that Christmas will last for always and always.

ROBERT: I think it is a wonderful plan for Jesus to be coming back to us every day, just like He came to Mary and Joseph at Bethlehem. Why we can love the Christ Child just as the shepherds and the Wise Men.

[Matthew, Mark, Luke stand by John as he says]:

Yes, my children, the Mass is Christmas that will never end, as long as there is an earth, the Christ Child will be here, for He has said . . . "Behold I am with you always even to the end of the world." Matthew, Chapter V . . . Mark, Chapter —, Verse . . .

[Very effective when priest and altar boys come towards front of stage facing the audience.]

PART THREE

[Priest and altar boys walk from altar to front of stage.]

PRIEST: Priestly vocations through the Eucharist was the April, 1958, intention of the Apostleship of Prayer. The salvation of the world is being accomplished by the Sacrifice which our Lord offered to God in reparation for the sins of all mankind. We share in the fruits of that Sacrifice by being so united to Him that we offer it with Him. We are able to make our offerings now because His Sacrifice is continued in the action of each priest who consecrates bread and wine as He did at the Last Supper. Our Lord gave the Apostles a share in His own priesthood and the power to ordain new

priests as long as souls shall be born into this world.

The Apostles wanted to be priests because they knew Christ and wanted to be like Him and to share with Him the work of saving all souls. Since He ascended into heaven, the best way to know Him and to increase in love of Him is through devotion to the Mass and the Holy Eucharist. The more we encourage devotion to the Holy Eucharist the more vocations there will be to the priesthood to carry on the work of Christ in every part of the world today.

FIRST ALTAR BOY: God is a very real person, He wants to hear us say *Please* and *Thank You*. He has given us a very special way to do this. A way which is more pleasing than all others . . . The Holy Sacrifice of the Mass.

SECOND ALTAR BOY: Yes, we should try to remember always that the Holy Sacrifice of the Mass is said: To give God honor and glory, To thank Him for His gifts, To ask Him for His help, To obtain pardon for our sins and all the blessings we need.

THIRD ALTAR BOY: My favorite part of the Mass is the *Preface* . . . It is fitting indeed and just, right unto salvation. . . . All read the preface from their Missal. . . .

FOURTH ALTAR BOY: Every day during Holy Mass we hear the priest praying aloud as He looks up at the Sacred Host on the altar *Agnus Dei* . . . Lamb of God Who takest away the sins of the world, have mercy on us. *Send us Peace*.

[All sing *Agnus Dei*.]

SPECIAL SPEAKER: Our late Holy Father, Pope Pius XII, of beloved memory, will always be remembered for the wonders he has left to the world. How easy he

made it for us to receive Holy Communion. Especially noteworthy is the encouragement he gave to have the faithful participate intelligently and actively in the Holy Sacrifice. He has brought home to us the great truth that Holy Week is the most important week of grace in the year. God be thanked that his universal appeal is being met with wholehearted response by bishops and priests and the faithful of the Catholic world.

ANOTHER SPEAKER: Our gloriously reigning Pontiff, Pope John XXIII, is pleading with the faithful to pray and work for that Peace which the world can neither give nor take away. That Peace he says in which the *human family can live freely, flourish and prosper*.

[All the altar boys dressed in cassock and surplice say together slowly]:

We, the Altar boys speak for you the people. We serve at the altar to give glory to God, to assist the priest, to answer for you. So we are your voice when we answer for you the people when the *priest* prays aloud.

PRIEST: Dominus vobiscum.

ALL: Et cum spiritu tuo.

PRIEST: Ite, missa est.

ALL: Deo gratias.

ALL: O Great High Priest, teach us the power and the value of the Mass.

Closing Hymn

Lord bless us all before we go from this Thy Holy Place.

May all our lives be sanctified and hallowed by Thy grace.

And may the Holy Sacrifice now offered up to Thee

Bring greater glory to Thy Name for all eternity.

HAVE YOU HEARD OF THE *Jesse Tree*?

The "family tree" of Christ

By Sister Leo Martin, O.P.

St. John Berchmans School, Chicago 47, Ill.

■ Many people look askance at the mention of the Jesse Tree. It is a Christmas tree bearing ornaments that are reminders of an Advent well spent. Since Advent is the four weeks of the year set aside by Holy Mother Church in preparation for the coming of the Saviour at Christmas, it is an excellent time to review one's Bible history with the approach of Christ's nativity in mind.

The Root of Jesse

Isaiah, the greatest of prophets, foretold, "And there shall come forth a rod out of the root of Jesse, and a flower shall rise up out of his root." Our tree at Christmas time reminded us of the root of Jesse, the rod or branch symbolized Mary, and the rose we placed near the top of our tree represented Jesus, the Flower of the Root of Jesse. The ornaments we made were plentiful as well as beautiful. It is amazing what fifth-grade children can do with a little motivation and guidance. We endeavored to illustrate the story of the Messiah in a sequence of time by placing the symbols of early Old Testament stories on the lower branches of our tree and proceeding upward to an empty manger at the top.

Adam and Eve

The first story illustrated on our tree by shiny red apples and glistening gold serpents was that of Adam and Eve in the Garden of Paradise. God's promise to send a Redeemer after our first parents' fall is the beginning of the story of Christmas.

Noe's Ark

Noe was represented by a lovely red

and green ark. He is a type of Christ because he saved his family in the ark while Christ saves us in His Church.

Abraham's Stars

We remembered the story of Abraham when we saw the star clusters on our tree. As Abraham walked in the fields with God one night, God told him to count the stars if it were possible. So would be the number of children which would come from Abraham's family in years to come. Abraham had one son when he was very old, and the son's name was Isaac.

Abraham and Isaac

The story of the sacrifice of Isaac was represented by an altar of sacrifice with a "pipe-cleaner" Isaac stretched upon it. Abraham was a type of Christ in his obedience to God's command, and Isaac was a type of Christ in his willingness to be sacrificed.

The Sons of Jacob

Isaac's son Jacob was represented by the twelve sons cut of varied metallic colored paper and strung in the unexpected fashion of head over heels or heels over head, as you wish. Jacob was preferred to Esau by God, and it was his family which would produce the awaited Redeemer.

Joseph, the favorite son, was represented by his coat of many colors, the chains he wore in prison, the seven ears of corn of which Pharaoh dreamed and Joseph interpreted, and the crown he wore as governor of Egypt. Joseph was called by Pharaoh "The Saviour of the world" because of his wisdom and thus he is a figure of Christ, the true Saviour.

Leadership of Moses

Moses is a figure of Christ because he led the Jews out of Egypt to the Promised Land. Moses was represented on our Jesse Tree by a rod, the ten plagues, the chariots of Pharaoh's army which pursued the Jews' flight, pyramids and camels to remind us of the forty years in the desert, Manna which prefigured the Blessed Sacrament, and the tablets of the law.

David, Solomon, Judith

David, the greatest of the kings, was represented by the slingshot with which he stunned Goliath and the harp on which he sang his numerous psalms.

Solomon's golden temple nestled in the branches of our Jesse tree to remind us of his undivided kingdom.

Judith's sword reminded us of her courage in cutting off the head of Holofernes, saving her people from ruin. She is a type of Mary who saves innumerable souls by her intercession and inspiration.

Isaiah and Jonas

Isaiah himself was represented by tongs containing burning coals. Some of the titles he gave Christ and His family were illustrated, namely, the six-pointed star of David and the Key of David, an expression first used by Isaiah and later applied to Christ by St. John, the Apostle.

Jonas' whale dangled menacingly with wide-open mouth to remind us of the fact that we, like Jonas, cannot run away from God or God's will, and that Jonas' imprisonment within the whale prefigured Christ's imprisonment within the tomb.

Mary and Joseph

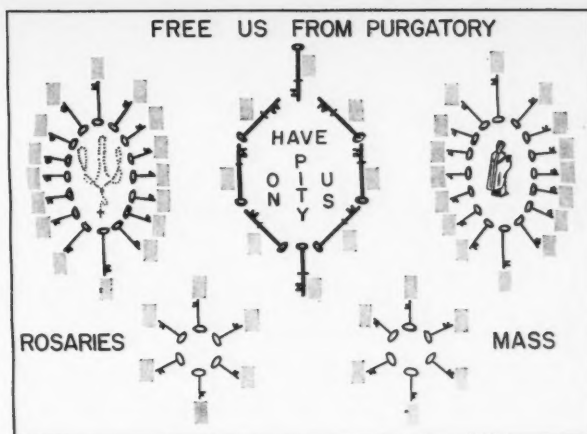
Mary was represented by the twelve-star crown, and Joseph was symbolized by carpenter's tools. Christ was typified by the rose mentioned above, the lamb, and the empty manger. Tinsel and lights added the usual festive trim.

With such a beautiful tree containing so much wealth of preparation for the great feast of Christmas, it seemed a shame not to share it with others, so the mothers were invited on three of our last days of school. Many of them admitted that they had learned much from the children's stories as they explained why the ornaments they had made were appropriate for a Christmas tree.

It is my hope that the Jesse Tree will be more widely known and more extensively decorated as years go on. This beautiful custom does much to build up a spirit of anticipation at the approach of Christmas, which with its dawning fills all the longings of our hearts.

Explaining Suffrages to a 12-year-old

By Sister Francis Regis, S.S.J.
St. Mary Convent, New Castle, Pa.



November project conducted by Sister M. Virginia, O.S.B., Sacred Heart School, Duluth, Minn. Each child attached to his key a memorial card of the person for whom he offered his prayers, sacrifices, and Masses.

Based on question No. 71 of the third part of the *Summa Theologiae* by St. Thomas Aquinas.

■ Tomorrow is All Souls' Day and since there seems to be a bit of misunderstanding regarding our obligations to the poor souls, I am going to tell you briefly what the great theologian, St. Thomas Aquinas has written on this subject. St. Thomas was a Dominican monk who lived in Italy during the thirteenth century. Some of his many books on Catholic doctrine were written for the teen-agers of his day. St. Thomas had all the answers but since our time is limited, I shall touch only the highlights.

The Communion of Saints

All Catholics must believe in purgatory and that we can help the souls in purgatory by our prayers and good works. Of course we all know that there is no hope for those in hell; their doom has been sealed for all eternity, nor for those children in limbo who died without baptism. Those in heaven already enjoy the reward of eternal bliss so they certainly need no help from us. Our concern then, is only with the souls who suffer in purgatory. They have had their trial on earth and have merited salvation; that can never be changed. They now suffer for the temporal punishment which was not satisfied while on earth. Heaven is closed to them until this debt is paid in full, yet they are unable to reduce it. This is where we come in. We may compare their state to a child who had his tonsils removed and is eager to go home but the doctor must keep him in the hospital until every bit of infection is cleared up.

All Catholics must believe in The Communion of Saints. This is made up of the saints in heaven, the faithful on earth and the souls in purgatory. We are one family with God as our Father. Each part of the family helps the other and in this

way we offer prayers and works to God for the poor souls, to pay the debts they themselves are unable to pay. Just like in the Pepsi-Cola contest when your brother needs only one gold letter to win the portable TV set. You give him the needed letter cap so he can win the prize; then the entire family shares in the joy which you made possible by that kind act. Now, God is all mercy. He is eager to assist the poor souls through our prayers and this isn't stretching justice in the slightest degree. These souls have been judged and have made the grade. Heaven is certain for them and our asking God to speed things up a bit doesn't change their sentence any more than adding frosting changes a cake. It just makes the cake taste better and go down faster.

The Best Good Work

Now, the biggest question is, What will help the poor souls? Prayers, works, joys, suffering? But what will help them most? If your brother had a broken leg, you wouldn't buy him roller skates for his birthday. You would ask Mom to suggest a more useful gift. Likewise, Holy Mother Church suggests to us the most useful gift for the holy souls. You have guessed right. Holy Mass is the most perfect gift because in it, Jesus offers Himself to God the Father. Holy Eucharist is the sacrament of love which binds us all together in Christ. The more we love God, the more help the holy souls will receive from our offerings. Next in importance to Holy Mass comes charity to the poor and to all mankind. The smallest act done with love becomes very great in the sight of God. Last but not least in our offerings for the poor souls is prayer, both the public prayer of the Church and our own personal love and homage to God. Suffering becomes prayer without words

when we bear it with patience and resignation to God's will.

The Treasury of the Church

The Church has a great spiritual bank consisting of the merits of Christ's Passion and those of His Blessed Mother and the saints. She sets up certain conditions for gaining indulgences, as you already know. Now, since the poor souls are dead and unable to fulfill these conditions, we may offer our prayers for them. Something like your brother being in line for free movie tickets if he cuts the theater manager's grass. Being laid up with a cold, he can't do the job so you work in his place and ask the manager to give him the tickets. He won't forget you for this. Neither will the poor souls forget us, and while helping them, we also merit for ourselves. Quite an investment!

Every time we see a funeral procession or pass a cemetery it should remind us to say some indulgenced prayer for the poor souls. St. Thomas says that we have every reason to believe that those for whom we pray by name will be helped personally, and those who are remembered in a general way, e.g., "May the souls of the faithful departed through the mercy of God, rest in peace. Amen," will also profit, as God sees fit. Our saint has many ideas on how these merits are applied to poor souls but for our purpose, we shall reduce it to this: All the souls in purgatory profit from our prayers and good works. The closer we are to God in love, the more our gifts will help them. Even though the souls for whom we pray in a special way will be released from purgatory quicker than those for whom we pray in a general way. In the end, all will be set free from that prison to enjoy the vision of God forever in heaven. Let us remember the poor souls who can no longer help themselves.

For fifth grade

Enriched Reading Activity

By Sister M. Donald, S.S.N.D.

St. Joseph School, Red Wing, Minn.

■ Do you develop extension reading activities to enrich interests and ideas as suggested in your basic reader? We did during the reading of a unit on Fanciful Tales in our basic reader.

Many of my fifth graders were interested in the presentation of folklore and tales on the TV program entitled "Shirley Temple Presents." I capitalized on this idea making a large book chart on which the children's photos indicated each as "the star" of the show. As each book was read, each pupil illuminated his picture by presenting his hero or main character on a little book. The children were eager to be the "star" of the show and soon many book characters were reflecting their pictures. Such characters as Paul Bunyan, Pecos Bill, Winnie the Pooh, Mary

Poppins, Johnny Appleseed, etc., brought many a chuckle and gave each pupil an opportunity to report his reading to the class and feel achievement in sharing and enjoying ideas; an opportunity to read purely for pleasure. For extension reading, related books and stories, varied in content, were placed on reference shelves.

Many fanciful poems were discussed and shared in which the characters experienced funny or unusual adventures. Some of the children began writing their own poems about these characters which led to our summarizing the unit by having each pupil write a poem about his favorite character and illustrating it. The pages were then formed into a class booklet which is still being enjoyed by all. Here are a few typical examples:



PAUL BUNYAN

P. is for Paul,
Who never was small.
He lived in the woods
Where the trees grew tall.

Paul had an ox,
Babe was his name,
By whose work and strength
Brought both of them fame.

PECOS BILL

Pecos Bill was a man of great will
He'd take some soil and build a hill,
And then with a thud he'd be off again
To make something right that was wrong
right then.

Pecos Bill would ride off alone
Suddenly he'd spot a fierce cyclone,
And then with a spring, up he'd sail
He'd twist that old cyclone around by the tail.
In the hearts of cowboys Pecos still lives,
With the glory of cowboys which he did give.

Arithmetic Simplified

Make math a "game" for the retarded

By Sister M. Charlotte, R.S.M.

Mercy College, Detroit 19, Mich.

■ Everyone is a teacher! Everyone from "Angelic Angela" in the first seat, to "Terrible Tom" in the back row, can teach, and sometimes, a baffled teacher can see a clear explanation to a perplexing situation through an innocent remark of one of her pupils. I experienced this "enlightenment" when I received a letter from a sixth grade boy, a former pupil. He stated that he was beginning to like arithmetic, and even found it fun; whereas before, he felt as though he were in prison. Why? Because he did not understand certain previously taught concepts, and hence could not make the proper associations. He hated arithmetic because he felt inferior in ability. The idea of this boy aptly sums up the attitude of many children who feel themselves enclosed in a "prison" of numbers because they do not understand the basic message which numbers convey.

Causes of Retardation

Definite causes contribute to slowness at numbers. Sometimes they are so obvious that we overlook them in our search for the "underlying" cause of difficulty. There is first the lack of number experience at home. A child coming to school with a deficient background may be able to count in order to a certain number, but has no understanding that the number 5 means 5 individual things or that $1+1+1+1+1$ makes five.

Every teacher realizes that good health is essential for children to do their best in school, but one usually does not make a quick association between the physical health of the child and his ability to work with numbers. However, arithmetic works entirely with abstractions which require mental activity. If a child is below his usual physical standard, he is unable to

exert the mental energy necessary for concentration; his interest span is shortened, and he surrenders to fatigue.

As the school year progresses, we see again and again that no other subject area is as greatly affected by absence from class as arithmetic. Arithmetic is like a jigsaw puzzle. When all the pieces (arithmetic steps) are put in the proper places, we have a solid organized whole. When two or three pieces are missing, the remaining work is weakened and the pattern is not clear. When very many pieces are missing, we no longer have an organized whole, but rather, a mass of individual pieces, bearing no logical relationship to one another. The teacher must do everything possible to help the child "find the missing pieces" and put them in the right relationship to previous pieces or knowledge.

The same difficulty arises when the

teacher, in her anxiety to cover a greater amount of material, will proceed to the next step before the majority of children have fully mastered the essentials of the first step. This tends to confuse the child, and sometimes leads him to feel that this step isn't too important because, "Teacher didn't spend too much time on it." Just as there is a reading readiness in children, there is also an arithmetical readiness which either permits or will not permit a pupil to advance to the next process. It is helpful to the youngster, when learning the fundamentals of a new process, to be more concerned with how to solve the problem correctly, than why he did it a particular way. The "why" will be answered through progressive understanding and realizing its relationship to other known facts.

The second major cause lays emphasis on the intellectual ability of an individual. It is this endowment which enables a person to formulate conclusions, draw relationships, and work with abstractions. If a person does not have the general intelligence required, only patience and good teaching can produce even modified results. Under general intelligence we find such things as a weak memory for numbers and a lack of power to concentrate.

A third important cause of retardation stems from the emotions. The teacher finds herself dealing with a very sensitive child, who openly displays fear, anxiety, a definite lack of self-confidence, and possibly even cheating. Continued failures in arithmetic—daily work, periodical tests, and yearly achievement tests—produce a feeling of insecurity and inadequacy and an increasing fear of the arithmetic class. It is this situation which makes a youngster hate arithmetic and feel that he is in a "prison" of numbers.

Remedies for Retardation

Here I would like to share with the reader some methods I have found useful in helping children develop sound arithmetic fundamentals. Most of these were used for certain groups rather than for the entire class. All of the aids were made at home using a minimum of time and materials.

Using two pieces of cardboard about 36 inches square, I made a number wheel. One piece serves as a background, while the other is cut in the form of a daisy, and has a number on each point (not however, in correct order) (Fig. 1). The children enjoy selecting a number on the background, then spinning the wheel and trying to add, subtract, multiply, or divide their chosen number and the one on the point which stops on or closest to their number. Since there are no signs on the

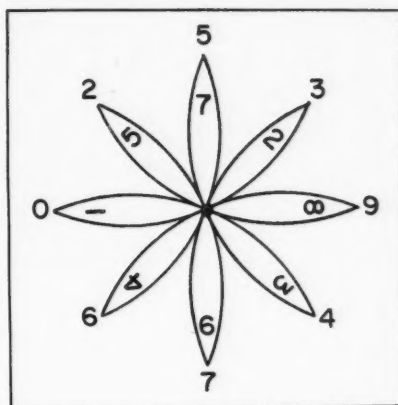


Figure 1

wheel, it remains for the teacher and the pupils to decide which process they will use. As children advance, the numbers on the points can be changed to meet individual and group needs. This wheel was put on the bulletin board in the second-grade room, and when other work was finished, children were encouraged to "play the wheel." Writing the problems as they went along, prevented just playing with it for fun, and it also gave the teacher the opportunity to check individual progress as well as knowing that the class could write the problems (especially subtraction) correctly. I like this wheel particularly because it can "grow" with the children.

Another game which is useful for small groups is the game "Fish." It is played just like a regular card game. However, instead of cards, the children use number flashcards about two by four inches. Some cards have answers; some have addition, subtraction, multiplication, and division

facts on them. E.g. $3+7=?$ When one child makes a call, e.g. "Give me all your 8's," the other players give him an answer card if they have it, or else all the "problem" cards whose answer is 8; e.g. $11-3$; $6+2$; 4×2 ; $16 \div 2$; etc. The teacher and pupils make their own changes to suit the special needs of the group. It is well to have someone check to be sure that given combinations are correct.

Using these same cards, another useful game is "Who's My Partner?" Everyone in the group has a number of "problem" cards. One child holds up a card, e.g. $3+1=?$ and asks "Who's my partner?" After looking at their cards, the first youngster calls on someone. The second pupil says, "I am your partner because," e.g. $2+2$ are 4 and $3+1$ are 4. Specific rules and variations can be formulated by the class and teacher. However, this game is primarily to teach children that different combinations give the same answer; therefore, it might cause some confusion if the types (addition, subtraction, etc.) were mixed.

A special favorite with upper grades is a quick mental "run" before beginning arithmetic class. A very simplified example is: Begin with 40. Divide by 10, times 2, times 3, plus 6, divided by 2, plus 1= $?$ Then suddenly ask for the answer (16). I found that after they understood how the problem "Worked," they liked to increase in speed and try more difficult problems.

To help keep rules for area and perimeter clear in the minds of youngsters, two large posters were made. One shows a field with two boys running around the outside. Arrows indicate their direction all around the field, and the one boy calls to the other, "All the way around!" The

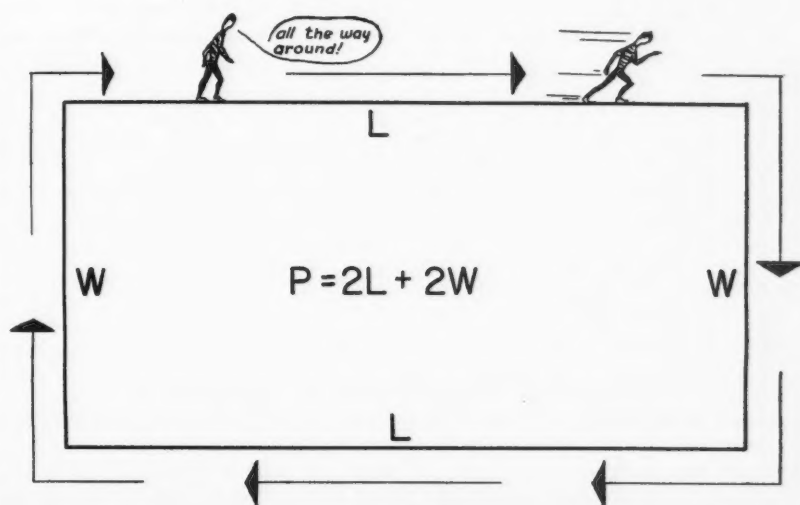


Figure 2

formula for finding perimeter is in the middle. (See Fig. 2.) The second poster shows a large field with one boy inside the fences, hoeing. Another boy is outside the fence and is asking, "How much do you have to do?" (He is holding a bat and ball and wants a playmate.) The other replies, "Everything inside the fences." The formula for finding the area of a rectangle is in the middle. (See Fig. 3.)

Note. For a more complete and extensive discussion of causes for retardation, see Schonell's book entitled *Diagnosis and Remedial Teaching of Arithmetic*, London: Oliver and Boyd, 1957.

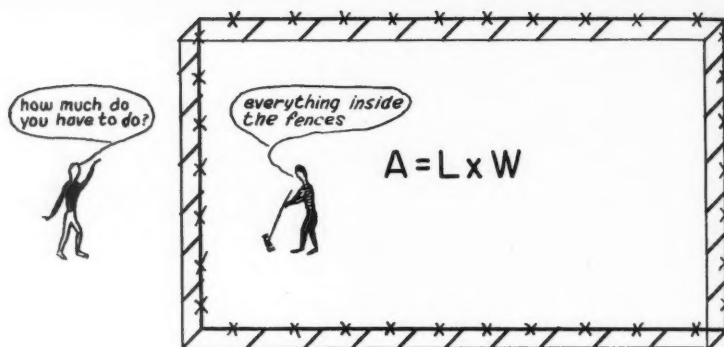


Figure 3

The Verse Choir

By Sister Rosaria, O.P.

Catholic University of Puerto Rico

■ There is an old saying, "There is nothing new in the world." This quotation applies to nothing more truly, than to the current Verse Choir. Within the past ten years, it is true, its popularity has increased by leaps and bounds, so that today, in most state universities where dramatics play a major role in the activities of the year, the Verse Choir is permanently established. It is also true that it has become a recognized division of the drama department in all colleges, and a drawing card for all its entertainments and programs.

On the other hand, it is not something new, except for the mere accidentals. The Verse Choir had its origin in the Greek theater, where the chorus was a character as important in the cast as was the hero or heroine. It was the chorus that interpreted better than any other medium the mood of the drama, be it comedy or tragedy. Its speeches were sprinkled generously throughout the play, and its very appearance added grace and dignity to the presentation.

Significance of the Choir

Such effectiveness was apparently lost on the playwrights of the many intervening centuries, until our own day when again the chorus began coming "into its own" with T. S. Eliot's stirring "Murder in the Cathedral," and in such dramas as "The Boy with the Cart" and other successes of England's up-and-coming playwright, Christopher Fry.

However, there was always the Church. There is no stronger advocate of choral recitation than the Catholic Church, which has adopted the recitation of the Divine Office as its highest form of communal prayer. The uniting of hearts and tongues in praise of God is the most excellent example of the efficacy and advantages of choral speaking, to which we have given the modern title, Verse Choir.

Communal speaking is recognized in the crying of men's voices at the wakes in Ireland—the paid mourners. It is the basis of the Indian chants.

Interest was renewed in the matter of choral speaking, when in 1922 John Masefield, Poet Laureate of England, as judge at a musical festival, discovered a group of rare voices which called themselves "Glasgow Nightingales." They had been founded by the now famous Marjorie Gullan. At his suggestion and with his enthusiastic backing, Miss Gullan also began the London Verse Choir. The group was composed of adults, people in their 30's, 40's, and even 50's, whose sole purpose in joining the choir was to enjoy lyric poetry themselves, and to give recitals for the entertainment and pleasure of others.

Poetry Must Be Heard

It is common knowledge that poetry to be truly appreciated should be heard, so that one may appreciate its rhythm as well as its imagery. This is one of the most effective arguments in favor of the

Verse Choir. It is the interpretation of each individual in the group, yet speaking as one, and thus producing a harmony comparable to that of an orchestral symphony. The choir is made to feel with intense realization the significance of the poetic lines and then with delicate precision to interpret its meaning by the nuance of each particular voice.

Training in such a group has many advantages. It is based on the importance of correct breathing and knowledge of the breathing apparatus, correct poise, the importance of a pleasing voice. The imagination is stimulated by individual interpretation. It follows that thought and feeling must grow together; the body and the personality are attuned and a certain definite technique results. It is another assured step on the cultural level.

Verse Choir Recognized

The Verse Choir was slow to intrigue American audiences. The latter had been educated in the elocution era, when without multiple artificial gestures, no recitation was a success. The breaking down of this nationwide prejudice has been a long, slow process. Even today there are some die-hards who refuse to recognize the movement at its true worth. Perhaps it is a medium that must grow upon such people, but Oscar Hammerstein has realized its potentialities and incorporated it in his Broadway musicals with great success. And in 1957, from among the 18 finalists in a state-wide dramatic festival, the choric reading and presentation of a part of *Genesis* was unanimously chosen, the winner. It is a matter of educating our audiences to the cultural value of the Verse Choir. Where it has been accepted, it has begun a new field in the dramatics of the day under the name of the Readers' Theater.

Definitions, Educational Terms

ON SECONDARY EDUCATION

By Edward A. Fitzpatrick, Ph.D.

ACADEMY (Secondary School)

The academy as an institution of secondary education, intermediate in the American development, between the Latin grammar school and the high school, was designated, like its successor, by various names: academy, grammar school, institute, seminary, collegiate institute, and high school. It offered a wide range of subjects both academic and practical, many of which were not taught in the Latin grammar schools. Academies were primarily private schools, though in some places supported by public funds in whole or in part. They appeared before the Revolution in the latter half of the eighteenth century, and became a dominant institution in the first half of the nineteenth century, reaching their highest development about 1850. In that year, according to Barnard's *American Journal of Education* (I. p. 368) there were 6085 academies; 12,260 teachers; 263,096 students enrolled; and an estimated income of \$5,831,179.

In England, the nonconforming and dissenting groups established academies in the eighteenth century. The term is retained today in secondary education, as in its beginnings, for such private schools as Phillips Exeter and Phillips Andover Academies.

The term "female academy" was often used to describe a school for women.

Though sometimes regarded as state or governmental institutions, generally academies were private schools, "usually owing their origin to private enterprise and private benefaction"; and they were under the management and control of self-perpetuating boards of trustees possessing corporate powers by a charter and owning and controlling the school property. E. E. Brown in *Our Middle Schools* defines an academy as "an incorporated, undenominational school of secondary grade, under the control of a self-perpetuating board of trustees, and not conducted for pecuniary profit. But institutions bearing this designation may differ from one another in any of these particulars" (p. 202). In New York State, where the academy movement had its most extensive development, the recognized public character of the academy is shown by the requirements for incorporation which included "state supervision, public aid, organization as community enterprises with local taxation in many cases,

and by the distinction made by the Regents between private schools and academies under the auspices of the public" (cf. *Miller's Academy System of New York*). These academies were often teacher training institutions and in New York State received state aid for teacher training.

ACADEMY

(Teacher Training Institution)

The academy, particularly before the establishment of normal schools, was the source of supply of teachers in elementary schools with whatever professional training was given in the senior year. This was the intention of Benjamin Franklin in his original proposal for his academy, also it was carried out extensively in New York State with aid from the "Literature Fund" for teacher training.

ACADEMY (U. S. Military)

A professional school for the training of officers for the United States Army, established in 1802, supported by the Federal Government, located at West Point, N. Y. This institution is frequently called "West Point."

ACADEMY (U. S. Naval)

A professional school for the training of officers for the United States Navy, established in 1845, supported by the Federal Government, located at Annapolis, Md. The institution frequently is called "Annapolis."

ACADEMY (U. S. Air Force)

A professional school for the training of officers of the United States Air Force, established in 1954, supported by the Federal Government, and located permanently in 1955 at Colorado Springs, Colo.

ACADEMY

French (Académie Française)

This very famous academy was established under the patronage of Cardinal Richelieu in 1634 by royal letters patent. The object of the forty members was, as defined in their statutes, "to guard the purity of the French language, to give it fixed rules, to render it eloquent and usable for the discussion of the arts and sciences—in short, to make it the most perfect of modern tongues." The first task the Acad-

emy undertook was to produce a national dictionary (completed in 1694) to be followed by a grammar, a treatise on poetry, and a rhetoric. Election to the Academy today is a great honor, and a book "crowned" by the Academy acquires great prestige.

ACADEMY (Free)

A designation of secondary schools in New York State which had been private academies but which are now supported at public expense, and hence free.

ACADEMIES (In Jesuit Education)

According to the *Ratio Studiorum* of 1599, "an academy was an assemblage of those students excelling in talent and piety chosen from all scholastics (and religious who attended the schools and others, if it seems good to the rector), who meet with one of our's as prefect, to hold certain exercises pertaining to their studies." There were rules for the Academy of Theologians and Philosophers, rules for the Academy of Rhetoricians and Students of Humanities, and rules for the Students of Grammar, defining public and private exercises, repetitions, prelections, disputations and acts and other activities, and also prizes and penalties. The Academy for the Preparation of Teachers provided practical training in teaching for the Jesuit, toward the end of his course. In order that the younger Jesuits should be better prepared to teach, it was made a duty of the rector to organize a private academy toward the end of their course under the direction of an experienced teacher.

ACADEMY (of Science, Pontifical)

The Pontifical Academy of Sciences is a worldwide group of scientists selected for membership by His Holiness the Pope because of great distinction in the fields of science and includes Protestants as well as Catholics.

ACADEMIES

(as Association of Persons)

Academies are often associations of persons interested in a particular field of knowledge, like the Academies of Science, organized in almost every state, or the Academy of Political and Social Science (Philadelphia), or the Academy of Political Science, or the Academy of Medicine.

ACADEMIES

(honorary societies of distinguished members)

The term "academies" is applied also to the associations of men of scholarly or professional distinction who are elected to membership because of their qualifications, such as the National Academy of Arts and Letters (founded in 1904) and the National Academy of Science, incorporated by Congress in 1863.

Understanding Supernatural Life

By Sister M. Lucina, C.D.P.

Associate Professor of Education,
Our Lady of the Lake College, San Antonio, Tex.

■ Writers on the subject of teaching religion frequently lament the lack of an understanding of and a conviction of the value of the message of divine grace in the minds of the young people graduating from our Catholic high schools. All are aware that a clear understanding of the supernatural life is becoming increasingly more imperative in our present day society which in many ways places emphasis on the natural and material at the expense of the supernatural.¹

Father Baier in an article in *The Catholic Education Review* states that a sum-

mary of the whole subject of supernatural life, which is the central idea that brings about unity in Christian living, can be given in a paragraph of only fifty-two words. His paragraph follows:

We get our Supernatural Life—the life of grace and virtue—at the moment of Baptism. It is God's gift to us, and He will be our Judge to take an accounting from us of how well we have kept that gift, used it, increased it, recovered it (if lost), and treasured it.²

The reading of the two articles referred to above led to the construction of an instrument planned to test students' insight

¹Brother Carl Shank, C.S.C., "Presenting the Divine Indwelling to High School Students," *CATHOLIC SCHOOL JOURNAL*, Vol. 59, Jan., 1959, p. 143.

²Rev. Paul M. Baier, "Supernatural Life: Central Idea in Teaching Christian Doctrine," *Catholic Education Review*, Vol. 54, May, 1956, p. 324.

SUPERNATURAL LIFE — THE LIFE OF GRACE AND VIRTUE

Directions: Read each of the following statements. If you agree with the statement and are convinced that it is true, draw a circle around "A"—agree. If you agree partly, but doubt some of the statement, draw a circle around "P"—partly true. If you disagree with the statement and think it is not true, draw a circle around "D"—disagree completely.

- A P D 1. It is a democratic principle that each human being has dignity which must be respected.
- A P D 2. Man's essential dignity is within himself but not from himself.
- A P D 3. Man is one with the rest of visible creation.
- A P D 4. Every human being has a natural and a supernatural life.
- A P D 5. Man differs from animals in that he has a rational soul.
- A P D 6. Man has need of God's grace to fulfill his destiny in this life.
- A P D 7. The difference between those who are in God's grace and those in the world who are not in God's grace is not as great as the difference in race.
- A P D 8. The grace which establishes one in the supernatural life is called actual grace.
- A P D 9. To achieve personal success and material conveniences is man's highest goal in a democratic society.
- A P D 10. Everyone has the obligation to develop and use his powers.
- A P D 11. Supernatural life is God's gift to us through the passion and death of Christ.
- A P D 12. At death we will be called to give an account of our life of grace.
- A P D 13. It is our responsibility to keep the Divine life within us.
- A P D 14. The Divine life within us may be lost by very serious sin.
- A P D 15. Grace may be recovered when lost.
- A P D 16. The Divine life may be increased within our souls.
- A P D 17. To lose all one's savings would be worse than the loss of grace.
- A P D 18. To wreck one's new car would be worse than the loss of grace.
- A P D 19. No evil could be greater than the loss of Divine life.
- A P D 20. Supernatural life is really sixteen divine gifts in the soul.
- A P D 21. The three theological virtues given by baptism are faith, hope, charity.
- A P D 22. The four cardinal virtues are justice, temperance, prudence, and fortitude.
- A P D 23. The gift of supernatural life was lost by Adam and Eve in Paradise.
- A P D 24. Everyone will be rewarded or punished according to his state of grace.
- A P D 25. Grace is the seed of eternal life or the key to heaven.
- A P D 26. The Divine Life within us may be increased by the practice of virtue in daily life only if one is already in the state of grace.
- A P D 27. Peggy can increase her merit at a dance if she is in the state of grace.
- A P D 28. Helen, not in the state of grace, by going to church does not increase her supernatural life, but may receive help toward entering the supernatural life of grace.
- A P D 29. Frank may lose grace, the key of heaven, by willingly reading a bad book.
- A P D 30. Both habitual grace and actual grace are forms of sanctifying grace.

into this beautiful and extremely necessary doctrine of the sixteen divine gifts in the supernatural life of the soul. The total score of the student on the test is not as important as the analysis of the responses to the different items indicating to some extent the subject's concept of grace.

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Baier, Rev. Paul M., "Supernatural Life: Central Idea in Teaching Christian Doctrine," *Catholic Education Review* (May, 1956), pp. 319-327.

Murray, Sister Jane Marie, *Growth in His Likeness*, Fides Publishers Association.

Shank, Brother Carl, "Presenting the Divine Indwelling to High School Students," *CATHOLIC SCHOOL JOURNAL*, Vol. 59 (Jan., 1959), p. 142-143.

THE OTHER SIDE OF THE RECORD

The September issue of the *CATHOLIC SCHOOL JOURNAL* contained some quotations from an article which appeared in the January, 1959, issue of *Musart* entitled, "Christian Doctrine in Swingtime," by Sister M. Millicent, C.S.A., supervisor of music for the Sisters of St. Agnes. This article criticized the catechetical records "The Ten Commandments—the Seven Sacraments" compiled by John Redmond, with the co-operation of a group of Catholic educators and which are widely used.

Following the publication of these quotations, we received a letter of protest from Father Maurice FitzGerald, O.F.M., of the sales promotion department of St. Anthony Guild Press, distributors of the Redmond records. Father FitzGerald objects to Sister Millicent's classification of the music of these recordings as "swingtime music" quite unsuited to catechetical teaching. He says that "these records are catechetical and were never intended to be anything else"; and that "every condemnation of these records that we have seen in print has missed this one basic point: The Redmond records were never meant to be liturgical or artistic but rather pedagogical. They are simple songs that appeal to children and help them remember the fundamentals of their Faith."

In Father FitzGerald's words: "The Redmond records are not . . . liturgical hymns to be sung in church (although some are so reverent and moving that they have been used in church). They are simply a musical catechism for children (not teenagers as Sister Millicent's article misconstrued) containing articles of Faith that the child must know. It has been proved from actual teaching experience that they are successful."

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News

AD MULTOS ANNOS

★ BROTHER WILLIAM SHARKEY, S.C., and BROTHER JULIUS FORB, S.C., both of St. Stanislaus College, Bay St. Louis, Miss., early in June, celebrated the 50th anniversary of their profession as Brothers of the Sacred Heart. At the same time BROTHER HENRY MOULIN, S.C., of D'Evereaux Hall (orphan-

age) at Natchez, Miss., celebrated his 60th anniversary.

★ REV. THOMAS A. FINNEGAN, S.J., teacher supervisor and student counselor and former principal of Marquette University High School, Milwaukee, Wis., celebrated his 50th anniversary as a Jesuit on September 21.

★ REV. HUGH P. O'NEIL, S.J., and REV. LIONEL V. CARRON, S.J., of the University of Detroit, on September 20, celebrated their 50th anniversaries in the Society of Jesus.

★ REV. JOSEPH V. NEVINS, S.S., teacher and former vice-rector at St. Mary's Seminary, Baltimore, Md., on September 20, celebrated the 50th anniversary of his ordination as a Sulpician priest.

★ REV. LAWRENCE L. TOUPS, S.J., celebrated his 50th anniversary in religion, at Holy Name of Jesus Parish in New Orleans, La.

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★ SISTER M. BONFILLA, of the Missionary Sisters of the Immaculate Conception, principal of St. Ann's School, Midland, Texas, largest parochial school in the Diocese of Amarillo, observed her 25th anniversary in religion, last summer.

HONORS AND APPOINTMENTS

V.P. at Villanova

REV. JOSEPH J. GILDEA, O.S.A., is the new vice-president for academic affairs at Villanova University. He succeeds REV. JOSEPH I. BOYLE, O.S.A. Father Gildea has been dean and vice-president at Merrimack College, Andover, Mass. At Villanova he will have direct supervision of academic affairs and becomes one of the chief officers of the university administration.

Associate Diocesan Superintendent

REV. DR. EDWARD M. CONNORS is the new associate superintendent of schools for the Archdiocese of New York. He succeeds REV. JOHN P. BREHENY, who, last spring, was appointed principal of the new Cardinal Spellman High School. Father Connors, who is a member of the faculty of Cardinal Hayes High School, wrote his doctoral thesis at the Catholic University of America on "Church-State Relations in Education in New York."

Mother Dengel Honored

MOTHER ANNA MARIE DENGEL, superior general of Medical Mission Sisters, in Rome, has been elected as an honorary member of the International College of Surgeons — the first woman to receive this honor.

Head of Sister Formation

SISTER CATHERINE SULLIVAN, D.C., visatrix (provincial) of the western province (St. Louis) of the Daughters of Charity, is chairman of the Sister Formation Conference. She succeeds MOTHER M. PHILOTHEA, F.C.S.P., of Seattle, Wash. The conference is very actively promoting better spiritual and intellectual preparation of teaching Sisters.

Heads Sociologists

REV. JOHN L. THOMAS, S.J., assistant professor of sociology at St. Louis University, is the new president of the American Catholic Sociological Society. He succeeds SISTER M. EDWARD of the College of St. Catherine of St. Paul, Minn.

Rector of Seminary

VERY REV. WALTER F. DIRIG, C.M., is the new rector of the Seminary of Our Lady of Angels at Niagara University, Niagara, N. Y. He was vice-rector since 1957. He succeeds VERY REV. JOHN E. YOUNG, C.M., who has been transferred to the new diocesan seminary at Miami, Florida. REV. JOSEPH S. BREEN, C.M., is the new assistant to the president of the University.

REQUIESCENT IN PACE

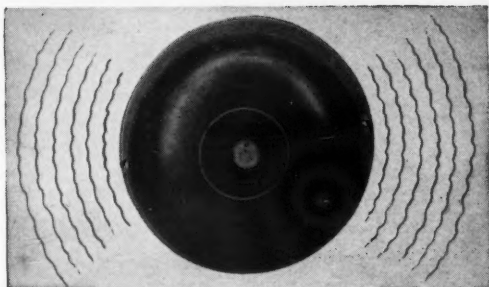
● MOTHER M. GENEVIEVE RYAN, S.S.J., 96, died in the 82nd year of her religious life. A solemn requiem Mass was celebrated for her at the motherhouse of the Sisters of St. Joseph on September 11.

● SISTER M. CAMILLA GLAVIN and SISTER GERTRUDE LUCILLE TUOHY died, September 7 and September 12, at St. Mary-of-the-Woods, Ind. These two Sisters of Providence both were natives of Chicago, Ill.

● SISTER M. PAULETTE, of the Congregation of Sisters of St. Francis of Perpetual Adoration, at La Crosse, Wis., died, September 11, at the age of 80. She was a native of West Point, Wis.

(Continued on page 84)

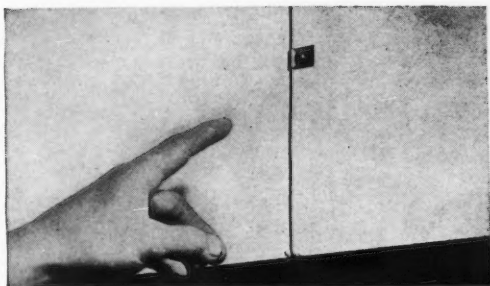
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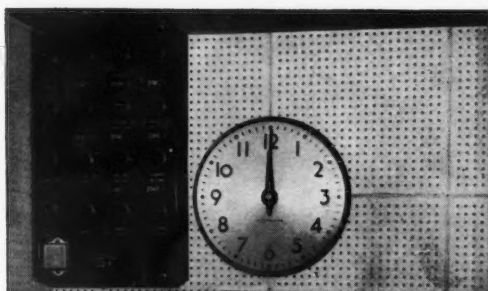
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November, 1959

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Since courts are refusing to uphold the defense of charitable immunity, there arises a pertinent question:

Will you be sued?

By PAUL BRINDEL, O.S.B., Oblate

● EVERY LAW SCHOOL FRESHMAN soon hears the time-worn anecdote of the attorney who answers the telephone, listens to his client, and then assures him: "They can't put you in jail for that." And, of course, the client replies: "But I am in jail. Where do you think I'm calling from?"

Similarly, many pastors, administrators of institutions, and even some chancery officials labor under the illusion—or delusion—that: "You can't sue a church!" Yet appellate court records of many states list hundreds of cases against members of the hierarchy, religious communities, parishes, congregations, sectarian and non-sectarian hospitals. In most of these cases, the judgments obtained in the trial court were not sustained, but nevertheless thousands of dollars had to be spent in getting these cases finally adjudicated favorably. Only last year, the *Notre Dame Lawyer*, one of the nation's best law reviews, warned:

"The freedom from tort liability previously enjoyed by religious bodies is slowly dissolving in the general thaw which has gripped the field of charitable immunity."

In 1956 Ohio did away with the immunity enjoyed by charitable institutions in this country since 1876. In the case of

*Avellone v. St. John's Hospital*¹ of Cleveland, the state's highest court reversed and remanded a trial court ruling dismissing a negligence action brought by a paying patient who had fallen out of bed. The opinion emphasized:

"The immunity of charities is clearly in full retreat and it may be predicted with some confidence that the end of another decade will find a majority of American jurisdictions holding that it does not exist."

The Washington State Supreme Court in *Pierce v. Yakima Valley Memorial Hospital Association*² similarly held in 1953 that "where a paying patient of a charitable, non-profit hospital sustains injuries by reason of the negligence of a nurse, the patient may recover damages from the hospital."

Two years later in 1955, the same Supreme Court in *Lyon v. Tumwater Evangelical Free Church*³ decided: "We do not wish to extend [the holding in the *Pierce* case] to apply to a non-profit, religious organization which transports children, without charge, to and from Sunday school in order that they may receive a spiritual education and eventually become members of the church organization." The plaintiff in

the *Lyon* case was an 11-year-old boy enroute to Sunday school in an ancient school bus of the defendant, an incorporated, non-profit, religious organization. On a narrow road, the driver edged the bus to the right to pass an on-coming car. The bus struck a log which came through the door, striking the plaintiff and injuring him. The trial court has sustained the defendant's motion to dismiss on the ground that the plaintiff could not maintain an action in tort against the defendant charitable, non-profit corporation.

It seems apparent that the Washington Supreme Court decided the *Lyon* case on the basis of the religious nature of the defendant, rather than the fact that it was a charitable, nonprofit organization. Heretofore in Washington—and indeed in other states—immunity from tort liability has not been granted to an institution because it was a church, or a hospital operated by Religious, etc., but because it was a non-profit charity. An interesting legal question seems posed in this area: Would immunity from tort liability granted to churches because of the religious nature of their work be contrary to the First Amendment of the Constitution of the United States?

Insure to Maximum Liability

With such conflicting opinions within a few months by the supreme court of the

¹135 N.E. 2nd 410.

²260 Pacific 2nd 765.

³287 Pacific 2nd 128.

same state, it would seem that every chancery office, parish, congregation, religious community, hospital and school would find it imperative to be protected by a maximum, rather than a minimum, amount of liability insurance covering *every phase of their operations*. It should be emphasized that in scores of cases studied, it was nearly always a member or beneficiary of the defendant parish, congregation, etc., who appears as plaintiff, rather than some, perhaps, less friendly "outsider."

For example, in *Mount Ephraim, N. J.*, a member of the Church of the Sacred Heart struck her ankle and fell across a chain at the entrance to the parish parking lot. The Camden County trial court dismissed her action and the appellate court sustained the dismissal, but solely for failure of proof as to negligence and the definite immunity of the parish as "an eleemosynary corporation."⁴ This case is confusing. The majority of justices admitted there was no immunity. Moreover, Justice Jacobs in dissenting urged abolishment of the doctrine of charity immunity.

In Bridgeport, Conn., a woman parishioner walked across the church lawn to enter the edifice to light a votive candle for a relative. She tripped over a wire stretched across the grass. By a unanimous decision, the Supreme Court held that "at the time she was injured, she was upon the church property seeking entrance to the church edifice to derive the benefit of a service which the corporation offered." And so the directed verdict for the defendant in the trial court was upheld.⁵

In Nevada, a woman member of the Federated Church of Reno fell on the steps while delivering a card file of church members. The Nevada Supreme Court affirmed judgment for the defendant, saying: "One voluntarily accepting the benefits of a charity organization may not sue such an organization in tort sustained in connection with the gift charitably bestowed." However, the Court admittedly found persuasive the attack made upon the immunity doctrine and said:

"It may well be that the public conscience today demands a more extensive acceptance of tort liability; that the general custom and practice of today is to accept such liability and insure against it . . . and undoubtedly many such organizations have voluntarily so accepted liability."⁶

In *Roland v. Catholic Archdiocese of Louisville*,⁷ the Kentucky Supreme Court

took similar cognizance of what it termed: "the growing sense of social responsibility." Clifford Roland was a tenant on the top floor of a three-story building owned jointly by the Archbishop of Louisville, the Home for the Aged of the Little Sisters of the Poor, and the Sisters of the Good Shepherd. He charged the defendants with "gross negligence and wanton and willful recklessness" in that they failed to provide safe exits and fire escapes in violation of Louisville city ordinances and state safety laws. In a fire on February 22, 1954, the plaintiff alleged that he sustained severe burns and fractures and was "apparently completely and permanently disabled." The Louisville trial court had ruled for the defendants. But the appellate court reversed this judgment and held that the plea of immunity from tort liability was not available to the defendant charities. Said the court:

"The law should keep pace with moving events in every day life and the courts within bounds should shape the law to conform. The increased modern hazards to life and limb and the growing sense of social responsibility may not be ignored. Nor can we regard with complacent detachment the availability of indemnity and liability insurance.

shoulder which she sustained in a fall on the steps of St. Mary's Church in Racine. The trial court sustained the demurrer of the defendant on the grounds that "recovery cannot be had against a religious corporation for common law negligence." However, the Wisconsin Supreme Court held that the "safe place" statute applied and remanded the case for trial.

In his latest book, *The Church, the Laymen and the Modern World*, Father George H. Tavard, A.A., warns that functions once normally assumed by the hierarchy, "should now pass from the clergy to the laity; that with the modern extension of technical knowledge, it is now the clergy which, compared to many sections of the laity, is underinstructed."⁸

This comment seems particularly true today in the realm of tort liability, the necessity for adequate and comprehensive insurance of every phase of parochial, community, and diocesan activity, and for a survey of these activities by competent safety engineers in an effort to eliminate potential hazards. When will you be sued because someone left a pool of wax on a floor, or forgot to turn on a lavatory light? Suppose a CYO youngster picks up a foot infection at a "sock hop" in your parish

Rider for Liability Insurance Policies

At a recent workshop on School Business Administration, Dean Reynolds Seitz of Marquette Law School also noted that the courts have been chipping away at the defense of charitable immunity. He advised that liability insurance policies carry a rider that prevents the insurance company from trying a case on the grounds of charitable immunity, and insists that the case be tried on the grounds of negligence of the institution.

"Safe Place" Statute

The *Notre Dame Lawyer*⁸ last year took the position that "there are activities of religious bodies for which society has a right to expect the same legal responsibility that the law imposes on other parties." In Wisconsin, this same legal responsibility was imposed by legislative enactment: the "safe place" statute of 1955, which requires that the owner of a public building maintain it in a safe condition. The Wisconsin Supreme Court has held that this "safe place" statute is applicable to buildings owned by religious groups. In a typical case, Edna Teresa Harnett sought \$15,000 damages for a fractured wrist and bruised

hall, or a folding chair collapses, or pto-main cases follow a parish dinner, or a piece of glass is found in a cake sold by the Catholic Daughters?

Help From Parishioners

It is an unusual parish that does not include several members of the Bar, insurance brokers and agents, and perhaps even a safety engineer or two. It would seem that pastors and chancery officials might well suggest to these qualified laity that they donate as much time and service to the Faith as do many Catholic physicians, dentists, and nurses.

⁴*Lokar v. Church of the Sacred Heart*, 133 Atlantic 2nd 12 (1957).

⁵*Coalbaugh v. St. Peter's Roman Catholic Church*, 115 Atlantic 2nd 622 (1955).

⁶*Springer v. Federated Church*, 283 Pacific 1071 (1955).

⁷301 S.W. 2nd 574 (1957).

⁸May, 1958, issue.

⁹George H. Tavard, *The Church, The Layman, and* (1959), p. 6.

—a photo story—

Above the main entrance is this massive statue of Mary Immaculate by Ivan Mestrovic. Elaborate carvings and inscriptions on this façade develop the theme: "Mary, Mother of Christ the Messiah and Divine Redeemer."



All pictures from Reni Photos.

National Shrine of the Immaculate Conception

● FRIDAY, NOVEMBER 20, 1959 will be a day memorable in the history of the Catholic Church in the United States. With colorful and impressive ceremonies, the National Shrine of the Immaculate Conception in Washington, D. C., will be dedicated. Throughout the country, 39 million Catholics will be invited by their bishops to participate in a triduum of prayer culminating on the dedication day with a nationwide act of homage consecrating all Catholics of the United States to the Mother of God.

In the nation's capital, some 200 members of the American hierarchy (Cardinals, Archbishops and Bishops who will be attending the annual general meeting of bishops in the U. S.) together with hundreds of clergy, religious and laity will gather for the dedicatory ceremonies. The National Shrine exists by the authority of all the bishops in the country who have approved its erection and who control and manage it under a board of trustees.

Celebrant at the dedication will be His Eminence Francis Cardinal Spellman, Archbishop of New York and chairman of the board of trustees, Archbishop Joseph E. Ritter of St. Louis,

chairman of the Shrine's episcopal committee, will preach the sermon. The four Cardinals of the U. S. and the Apostolic Delegate are expected to attend. It is interesting to note that the huge sanctuary of the National Shrine will accommodate all 200 bishops, providing ample space for their seating and prayer benches.

The largest Catholic church in the United States, the National Shrine ranks among the seven largest religious structures in the world. Certainly, it will be one of the most beautiful churches in the world, filled with priceless works of art. As the director of the shrine, Rt. Rev. Msgr. Thomas A. Grady, points out that this dedication marks only the completion of the superstructure and that probably several years will elapse before the interior finishes and ornamentation are completed. Yet the National Shrine stands today as a great new place of pilgrimage for American Catholics, as a monument to our Christian heritage, but — above all — as a testimony of our devotion to Mary Immaculate and her Divine Son.



The dome of the National Shrine is an impressive new landmark in the skyline of our nation's capital. The polychrome tile dome is ornamented with symbols of Our Lady. The cross at its peak is 237 ft. above ground. Its outside diameter is 108 ft.



West porch and terrace shows the Knights' Tower still scaffolded. The \$1 million bell tower is a gift of the Knights of Columbus. Theme of entire west wall is charity.

ARCHITECTURAL STATISTICS

Architecture of the National Shrine is contemporary, yet in the Romanesque and Byzantine spirit. Old cathedral building techniques were employed with modern methods that speeded construction. No structural steel was used, instead all walls are of stone or masonry. The length of the nave is covered by five domes joined by tremendous triumphal arches, supported by load-bearing piers of enormous thickness. Arches and domes are of Gustavino tile, a laminated method of laying tile that imparts a fragile look yet has great strength. Exterior finishes include Indiana limestone and New England granite. Roof is of mission tile while the great dome and pyramid of the bell tower are of polychrome tile.

The edifice is impressive not only for its size, but for the awesome attention to details of design and adornment. There are 137 separate pieces of carved sculpture on the outside walls. Symbols representing the Blessed Virgin, the teachings of the Church, quotations and statuary adorn the outer surfaces. Each façade has a separate theme. The main entrance (south wall) is dedicated to the maternity of Mary. The north wall is dominated by the Mestrovic sculpture of "Mary, Immaculate Queen of the Universe." The east wall develops the theme of faith, and the west wall, charity.

Outside church dimensions: 459 ft. long; 240 ft. wide at transepts; roof 120 ft. high; bell tower cross 329 ft. high; dome 108 ft. diameter and 237 ft. high to top of cross. Interior dimensions: 399 ft. long; 180 ft. wide; nave 58 ft. wide, 120 ft. high; dome 89 ft. diameter, 159 ft. high. Capacity: 3000 seated, 6000 total.

Workmen begin assembly of the "Christ in Majesty" mosaic which will cover the north apse of the Shrine. Designed by John de Rosen, its 3610 sq. ft. may make it the world's largest mosaic picture of Christ.



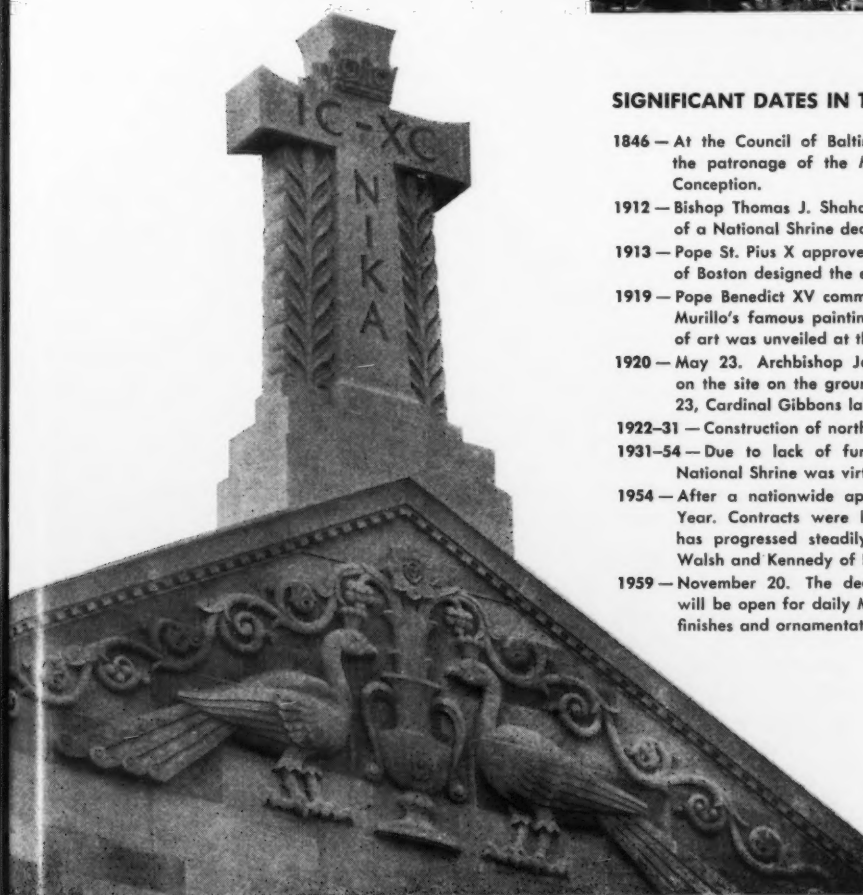
The dedication, November 20, will mark the completion of the Shrine's superstructure. Although the church is ready for use, almost all of its interior finishes and works of art still must be erected.



SIGNIFICANT DATES IN THE CONSTRUCTION OF NATIONAL SHRINE

- 1846 — At the Council of Baltimore, Catholic bishops placed the United States under the patronage of the Mother of God, under her special title of Immaculate Conception.
- 1912 — Bishop Thomas J. Shahan, rector of the Catholic University, proposed the idea of a National Shrine dedicated to Our Lady.
- 1913 — Pope St. Pius X approved the idea of the Shrine. Architects Maginnis and Walsh of Boston designed the edifice.
- 1919 — Pope Benedict XV commissioned a gift for the Shrine, a mosaic reproduction of Murillo's famous painting of the Immaculate Conception. This magnificent work of art was unveiled at the Shrine on November 20, 1930.
- 1920 — May 23. Archbishop John Banzano, Apostolic Delegate, offered a Field Mass on the site on the grounds of the Catholic University of America. On September 23, Cardinal Gibbons laid the cornerstone.
- 1922-31 — Construction of north crypt and the lower church.
- 1931-54 — Due to lack of funds, the depression, and World War II, work on the National Shrine was virtually at a standstill.
- 1954 — After a nationwide appeal for funds, work was resumed during the Marian Year. Contracts were let for the completion of the superstructure and work has progressed steadily from 1955 to 1959. Present architects are Maginnis, Walsh and Kennedy of Boston.
- 1959 — November 20. The dedication of the superstructure. The large upper church will be open for daily Mass and pilgrimages. However, almost all of the interior finishes and ornamentation still remain to be completed.

This heroic cross at the peak of the South Wall proclaims in Greek symbols: "Jesus Christ Conquers." Peacocks and flowering vases signify immortality.



A mythical, but legal entity — "the reasonably prudent person" — provides the standard for judging whether administrators and teachers are legally negligent in relationships with pupils.

When are you responsible for pupils?

By REYNOLDS C. SEITZ

Dean and Professor of Law, Marquette University Law School

● THERE IS A PHASE of school law which has to do with the relations of teachers and administrators with pupils. The fundamental law of tort requires avoiding negligent conduct which produces harm and injury to pupils.

The money damages which may be faced by the negligent teacher or private school corporation are not of primary consideration here. The religious teacher is pretty much judgment proof. Even the lay teacher takes a good calculated risk that she will not be sued and that she will get protection through insurance. The private school corporation may be protected under the immunity accorded so-called charitable institutions.

However, teachers and school administrators have a moral and professional obligation to act to protect the safety and welfare of children under their charge. Any sound philosophy of education seems to impose such responsibility. Furthermore, it seems apparent that teachers and administrators in private schools should maintain standards at a level no less high than those required of employees of state supported institutions. This seems suggested by that part of *Pierce v. Society of Sisters*,¹ which is not too frequently quoted. In this case, in which the United States Supreme Court upheld the right of parents to send their children to private schools, the Court made a special effort to stress the power which the state had to "reasonably regulate all schools." This philosophy supports the right of the state to expect all teachers and administrators to conform to the law governing relations with pupils.

Limitations of space allow only broad principles to be discussed here, but these

DEAN REYNOLDS C. SEITZ is currently the president of the National Organization on Legal Problems of Education. He was formerly an assistant professor of law at Creighton University, and an associate professor of labor law, communications law, and school law at Northwestern University. He has also served as an assistant to the superintendent of public schools in Omaha and St. Louis; as senior attorney for the National Labor Relations Board in Washington, D. C.; attorney for Montgomery Ward and Company, Chicago; and an executive of the *Chicago Daily News*.

With this extensive background, he is well qualified to write on school law as a guide to good teaching, supervision, and administration in the private school.

principles would become clearer when applied to many factual situations. It is hoped that this article may encourage school systems to invite experts in school law to address educational conferences on a more detailed exposition than can be presented here. A study of school law can teach much about good techniques of practical supervision and administration.

Explanation of Negligence

A very shorthand way of explaining the concept of negligence is to state that one must owe a duty to the one injured to avoid harm. Negligence will not be found unless the reasonable prudent man under the circumstances would foresee a harmful result. Sometimes it is necessary to determine whether one who is negligent is responsible for a final harm in a chain of events. This concept of negligence makes it apparent that teachers and administrators are not insurers of the safety of chil-

dren. They need only act as the reasonable prudent parent under the circumstances. Let us see how this definition of negligence pertains to certain definite school activities.

Dismissal and Recess Times

It is quite obvious that the reasonable prudent parent would realize that dismissal time and recess periods could often give rise to situations dangerous to children. It is self-evident that this reasonable prudent parent would understand that careful thought must be given to a plan which would safeguard children against injury during dismissal time and recess periods. *Thompson v. The Board of Education of New York City*² makes it clear that the responsibility for working out the plan will rest primarily upon educational administrators.

The surest way to convince the court that a plan is reasonable is to be able to establish that the administrator sat down with his teaching staff and seriously thought about the problems of dismissal and recess periods. For example, it will be necessary to determine the age of pupil groups, whether younger children should be watched on the way down stairs during dismissal, and whether exits and stairs are advantageously used so as not to throw all traffic through one spot at the same time. At the high school level, the thinking will require decisions as to whether there are enough supervisors strategically placed and whether student monitors are being properly used. The plan will have to safeguard against leaving young children in a room unsupervised while others are being dismissed.

The problem of supervising recess pe-

¹268 U. S. 510; 45 S. Ct. 571 (1925).

²6 N. Y. Sup. 2nd 921 (1938).

riods requires a realistic appraisal of the number of children that can be guided by one teacher. One should take into account the kind of activity in which the children are allowed to engage and the general terrain of the playground.

There are other occasions that demand careful, logical planning to make the most effective use of school personnel in supervising so as to protect children against injury. Congestion in rest rooms presents problems. Supervision is demanded at lunch periods. Detailed methods of procedure must be worked out for fire drills.

If a plan is worked out, it is the responsibility of the teacher to follow the plan. If the teacher questions the logic of the plan, she should, of course, raise the issue in a diplomatic way with higher authority.

If the administrator were to fail in his responsibility to formulate reasonable plans governing dismissal, recess, lunch period and fire drills, the individual teacher would have a responsibility to act as the reasonable prudent person under the circumstances. Obviously, the failure of administration to initiate a plan would not excuse a teacher from turning a class loose on a playground at recess period unsupervised. Nor would it excuse a teacher from leading a young group out of the school at dismissal period. It would not furnish excuses for a myriad of other fact situations which could arise.

Before and After School Hours

The question often arises as to the responsibility to supervise before the opening of school in the morning. It is obvious that school personnel cannot supervise 24 hours a day. Therefore, it would seem there is no responsibility for supervision before the hour that is determined as the opening of school. The important point here, however, is to use all proper channels of communication to acquaint parents that there will be no supervision on school grounds or in the school building before a certain hour. This will shift the responsibility to the parent; and if children are allowed to come to school before the hour designated, the parent will have assumed the risk.

In regard to supervision on school playgrounds after the formal close of school, the New York court in a 1954 case seemed to give a logical answer.³ The court stated that just because the school provided a place of play which would be safer than the public street was no reason to require it to supervise after school hours. Of course, if school personnel permit or require students to remain within the build-

ing after school hours, there is a duty to furnish the supervision required.

Classroom Supervision

The reasonable prudent person can foresee that an unsupervised classroom may lead to situations which produce injury to children. He can foresee that lack of supervision will tempt pupils of many ages to engage in activities which may result in harm to other children. Certainly, it is not difficult to anticipate that an eraser, pencil or other object may be thrown when the teacher is out of the room. It is true that objects may be thrown while the teacher is alertly directing her class, but the temptation becomes greater when she is absent. Other types of harm can be foreseen just as clearly.

In leaving the classroom unsupervised, a great many teachers take calculated risks and find upon their return that no injury has been done. If, however, there has been some disorder which resulted in harm to a child, it would be hard for the teacher to establish freedom from negligence.

Many teachers feel that their absence is excused on the ground of emergency. In an overwhelming number of instances, when the specific excuse is studied, the so-called emergency does not actually exist. The facts reveal that there is little real need for the teacher to leave the room. For instance, securing materials from a storeroom can be taken care of in some other way than by leaving the classroom unsupervised. Interviews with parents can be scheduled so as not to require leaving classrooms.

The matter of overcrowding could become a factor if the size of the class group becomes too large for supervision. For instance, it seems quite dubious that one teacher can be expected to properly supervise 80 elementary school children at the same time she is trying to teach. Of course, overcrowding may become significant in connection with many situations. Obviously, a teacher can supervise only so many at lunch periods, at dismissal time, on the playgrounds, and on other occasions.

A discussion of classroom supervision raises the question of the validity of leaving pupils in the care of student practice teachers. Applying the standard of the reasonable prudent person leads to the caution that no class should be left in charge of a practice teacher until the regular teacher and supervisor have observed that the practice teacher has arrived at the point of experience where it is reasonable to expect that she can handle the class. Even then the regular teacher who leaves the class should probably remain within hearing distance on her first few departures

from the room. In order not to make impossible the task of training teachers, courts surely will do much to promote developing practice teachers. But courts will still demand a reasonable standard of care as regards supervision. Obviously, if practice teachers must be developed before they can be left with classes, it is not appropriate to leave groups under the control of students currently enrolled in the school.

Supervising Special Classes

A particular degree of care is needed in the supervision of science, industrial arts, and physical education classes. Pupils must not be allowed to perform experiments which are too dangerous to be carried on within the school. For the less complicated experiments, the students must receive detailed instructions on lurking danger and on the correct way of procedure. Utmost watchfulness is required on the part of the teacher. The same principles control in industrial arts classes.

Physical education classes place an additional demand that a child must not be permitted to engage in action too difficult or strenuous for his years or physical development. Overcrowded conditions on play fields are also to be guarded against.

Supervision on Field Trips

As a practical matter, problems arising out of field trips seem to result from a misunderstanding of the effect of getting a note of permission from parents. Certainly it is absolutely necessary to get such signed permission to block off any parental claim that the school had no right to allow the pupil to leave school premises during the school day. Indeed, it is absolutely necessary for the teacher and school to take pains to give the parent enough information as to the means of transportation, the route, time and other conditions, so the parents cannot claim that they really did not understand the full implications of the request to permit students to go on field trips.

Getting proper permission, however, does not absolve the teacher from supervision during every moment of the trip. Probably, too, most field trips require that the teacher have some assistance because it is more difficult to supervise outside the school than within it. If parents are used as assistants, it is incumbent upon school authorities to educate them to their duty to be watchful and to constantly remind them of their duty during the field trip if any laxness is observed. Each parent assigned to the trip should not be expected to watch over more than a very small group.

³*Diele v. Board of Education of City of New York*, 138 N. Y. Sup. 2nd 766 (1954).

No language on the field trip permission slip, no matter how emphatic, can absolve teachers from the responsibility to supervise during the hours pupils are away from the school.

Some field trips should not be taken at all. If the reasonable prudent parent could foresee that conditions of danger exist to which children of a certain age should not be exposed, field trips should not be taken. The permission slip would not be a defense if the child was injured by encountering a hazard to which he should not have been exposed.

Sending Students on Errands

Errands are of two kinds: those within the school and those without. Teachers and school authorities encounter very little risk in sending students on errands within the school. Of course, liability can ensue if the teacher could foresee that by sending a child to a part of the building he would be forced to encounter a significant hazard. An illustration is the case in which a student in a play production class was sent to a school room to get some paint. To get the paint, the student had to move cumbersome stage scenery which fell on her and produced an injury. The court was induced to believe that the teacher should have foreseen this happening.⁴

School authorities face a much greater hazard by sending students on errands off the school grounds. Indeed, the school has absolutely no right to send a child on errands off the school grounds during school hours unless it secures permission from parents. If the school undertakes to secure permission, the same suggestions on field trip permission slips are applicable. The parent must be specifically informed about type of transportation, destination, and other pertinent factors so that he can truly evaluate the risk which the child will be taking.

On Giving First Aid

There is a natural tendency for teachers to come to the aid of injured pupils. It must be remembered, however, that the teacher must act as the reasonable prudent parent under the circumstances. The reasonable prudent parent would realize that he could not give medical attention to the student who is seriously injured. Therefore, neither can the teacher. In case of serious injury, the teacher should summon the police and make every effort to inform parents. In the case of minor matters, teachers can, of course, give assistance to pupils, because the reasonable prudent person would not hesitate to do the same thing. A

⁴A recent 1952 case involving a different fact situation supports this philosophy. *McMullen v. Ursuline Order of Sisters*, 246 Pac. 2d 1052 (N. M.).

reasonable prudent person certainly does not summon the doctor for minor scratches which may be suffered by children.

A word of caution, here. If a nurse or doctor is assigned to the building and on duty at the time of injury, then the teacher should not undertake to perform any first aid whatsoever, but should assist the pupil to go to the nurse or doctor.

School Patrols

Authorities on school law have engaged in controversy over the legality of school patrols. The statute of a particular state may give some guidance. One point agreed on by everybody is that a child should not be placed in a position where he is actually expected to direct traffic from a position in the street.

Some authorities contend that the child should not even be placed in a position where he is expected to hold back and direct children crossing traveled thoroughfares. The reasoning here is that the reasonable prudent man would foresee that if a young patrol boy saw a child go into the path of danger, he would, because of his youth, respond almost spontaneously by putting himself in the path of danger. Other authorities, while recognizing a great deal of merit in this argument, contend that interest in protection of numbers far outweighs the possibility that injury may come to a single patrol boy.

It is my belief that school authorities should never set up a patrol until they have exhausted all other means of getting crossing protection. School authorities should first turn to the police. If their request is turned down, they should ask for volunteer help from adults. If that endeavor brings no results, then the school authorities should consider the possibility of hiring part-time adult help. If funds are not available, then it would seem that the school would be safe in setting up a school patrol. However, remember some crossings may be so hazardous that it would be unreasonable to expect children to function on school patrols.

Use of Teacher Automobiles

Oftentimes teachers transport pupils to various events in their own automobiles. The teacher who does so should remember that she still has the responsibility of acting as the reasonable prudent person; that if she is negligent and the student suffers injuries, the teacher will be required to respond in damages. In a great many states, this rule is softened to the extent of imposing liability only in cases where the teacher is guilty of gross negligence. This is on the theory that the pupil is a guest. But even in such states, if the pupil makes any payment for gas or other contributions,

he loses the status of guest and the teacher then becomes responsible if she is guilty of simple negligence.

To what extent may the private school corporation be vulnerable for money damages?

At present, the law of many jurisdictions protects the private educational institutions from the general rule that an employer is responsible for the torts of his servant or agent which are committed within the scope of employment. This protection is on the ground that the private school is a non-profit eleemosynary institution and that the law will not let administrators and employees of such institutions waste assets in discharging tort claims. Under this theory the courts take cognizance that eleemosynary institutions receive support from gifts of donors for the purpose of carrying on work of a social welfare nature.

The doctrine of nonliability of eleemosynary institutions does have some qualifications. Legislative bodies have and can change the rule. There is always the threat that courts by judicial decision will change the rule. Since today protection can be had through insurance, many legal authorities feel there is no longer a justification for the nonliability rule. Courts have already qualified the rule in the case of hospitals. In a somewhat analogous situation involving the liability of public school districts for the torts of teachers and employees, the Illinois Supreme Court has recently rejected the common law rule of nonliability.⁵

The situation is such that no one could with positive assurance tell a private school corporation that it surely would be immune against damages. One must advise private schools to protect themselves with adequate insurance against the contingency that a court might reject the old common law pronouncement of nonliability.

One final caution seems appropriate. No educator should become so fearful that his or her approach to pupil control will be unreasonably strict and autocratic. Recognition of the principles of school law enunciated here should not in any way cause teachers or administrators to do anything which would result in emotionally disturbing children. There remains great opportunity to allow the child the kind of freedom which is most conducive to the best learning atmosphere. An appreciation of the principles of school law having to do with relations with pupils should help, rather than deter, the teacher and administrator in creating the right kind of climate for learning.

⁵*Molitor v. Kaneland Community Unit School District* (Illinois Supreme Court, March, 1959).



March of Dimes

Francis Cardinal Spellman seems pleased to know that 4500 nuns in the Archdiocese of New York have received the Salk anti-polio shots.

A significant report on the

Health and Longevity of Today's Sisters

By CON J. FECHER, Ph.D.

*Associate Professor of Economics
University of Dayton*

● IT MAY WELL BE that by 1975, the young lady of age 20 years who is devoting her life to the cause of Christ in the religious state, may have the advantage of living four years longer than her counterpart in the world. To proceed on an assumption of this kind it is necessary that those in authority, as well as each member of the sisterhoods, approach the problem of health in the light of what has been accomplished the past half-century and apply both in a negative and positive manner those factors that are conducive to greater longevity.

It is a fact that in the past half-century, sisters as a group have added approximately 14 years to their life span at age 20 (which means that the sister of age 20 today can expect to live 14 years longer than a sister of the same age at the turn of the century). And, further increase in length of life is entirely possible. A correct evaluation of this assumption falls within the province of these questions:

1. How much has life span increased in various periods of time and what cause or causes of death have been reduced that led to this increase?

2. Is this greater increase in length of life true of all orders of sisters in the United States?

3. How much more is there still ahead in increasing the average length of life of each sister?

Obviously, the first step in answering some of the above questions is to use a yardstick which measures the human life span. The most scientific method of measuring longevity is known as "average length of life." This deals not with individual lives as such but with the entire group, both living and deceased. It is necessary to arrive at a definite death rate for each age by comparing the number of dying to the number of living during a period. This is then expressed as a ratio of so many deaths per 1000 or 100,000 living individuals. To compare the true progress in health over a period of years one must take into account the losses or gains in these ratios for they have been influenced by certain diseases, such as tuberculosis, cancer, heart disease, and others.

A Study 30-Years-Old

The first study of the length of life of nuns in the United States was completed in 1927 under the auspices of the Catholic University of America. The investigation at that time considered members of sisterhoods in the United States during the period 1900 to 1924 inclusive. In the aggregate, approximately 25,000 members, both living and deceased, had been observed for the 25 years, representing the total membership of 34 distinct and independent motherhouses.

In planning an expansion of this earlier study of sisters, I contacted by mail or by

personal visit 100 or more motherhouses in all parts of the United States having 250 or more professed sisters. The co-operation of the sisterhoods was truly encouraging: 56 additional communities supplemented the data of the 34 in the original study. This increased the group to approximately 90,000 nuns, thereby making it possible to observe the lives of many thousands of nuns for more than a half-century from 1900 to 1954.

In observing the changing pattern of the five mortality or death rate curves in Fig. 1, we note that in a brief period of 55 years, tremendous improvement in health has been made by the sisters in the U. S. Naturally the 14 years added to the life span must be supported by a reduction in all causes of death, which were influenced by the reduction of certain diseases. Fig. 1 indicates the number of persons dying in a group of 100,000 from all causes at ages 20 through 60 in the five decades. In 1905 at age 20 approximately 500 died out of a group of 100,000, or 5 out of a group of 1000. At age 30 more than 9 out of 1000, and at age 40 about 7 out of a 1000. In the graph and the table note the tremendous reduction in death rates at all ages and especially in the 20 to 40 year age bracket in the first three decades. These three have a pattern similar in structure, showing a much higher death rate at age 30 than at 40 in the 1905 decade. An upswing of this kind, forming an arched

curve, indicates one or more diseases that affected the health of sisters in this life period. Fortunately, factors that caused a higher death rate at age 30 than at age 40 in the 1905 decade were reduced in the 1920 decade and nearly eliminated in the 1930 decade, and had little or no particular influence on the 1940 and 1950 decades.

To answer the first question—"How much has the life span increased and for what reasons?"—it is necessary to refer to the findings of my early study, "Longevity of Members of Catholic Religious Sisterhoods," 1900-1924. This study brought out the fact that tuberculosis influenced the over-all reduction in death rates by more than 50 per cent in the 20 to 40 age bracket in the first 25 years of the century. The later study, 1925-1954, indicated that tuberculosis, because of its particular characteristics as a disease, continued to spill-over into the 1930 decade and influenced this curve to a small degree.

Tuberculosis Deaths Decline

In the table below, approximately 5 out of every 1000 sisters died of tuberculosis at age 30 in 1905 while less than 2 (1.88) died in 1930, thus showing a decline of over 60 per cent in the tuberculosis death rate. At age 40 a smaller but still important reduction had taken place. How does this compare with the reduction in deaths from all causes? Note that 9 out of a 1000 at age 30 in 1905 died from all causes as compared to nearly 4 in 1930. Comparing the reduction of tuberculosis with that of all causes for the two decades, one can readily see that tuberculosis accounted for more than one half of this reduction.

How did this reduction in death rates from 1900 to 1930 increase the life span? Since the method of measuring the life span applies the actual effects of all death rates upon the total span of life yet to be lived, it reflects the additional years gained by the young sister of age 20. In the most simple language, one can say that a sister, 20 years old, had an even chance of living another 45 (44.97) years in the 1905 period. Due to improvement in health, a sister of 20, living 30 years later, could look forward to an average of better than 50 (50.75) years, an advantage of nearly six additional years. Similarly, sisters of age 30 in the 1930 decade had over four

years added to their life span, while at age 40 the added years of life amounted to approximately three years. To summarize, the reduction of the tuberculosis death rate in this 30-year period accounted for nearly 60 per cent of this increase in life span at age 20. The remaining 40 per cent, for the most part, was due to the control of certain infectious and communicable diseases—pneumonia, influenza, diarrhea and enteritis, diphtheria and others.

Accordingly, in the early 1920's members of many orders became conscious of the tremendous inroads the scourge of tuberculosis had upon the younger members of the sisterhoods. In reality, 1927 marked the beginning of a more conscious and concerted health movement among many but not all communities of sisters in the United States. The findings of the first study on longevity of sisterhoods brought to the attention of those in authority, the fact that the tuberculosis death rate among the sisters was far too great as compared to that of the white females, (married and single) during the entire 25 year period. Within the next ten years, a number of communities introduced up-to-date, thoroughly equipped private hospitals, sana-

toriums, infirmaries, and rest homes for their members. The conquest of tuberculosis among the younger sisters was the result of a many-sided health program, one of which was a more rigid pre-entrance medical examination.¹ Although this program grew gradually, it was highlighted in 1940 and 1950 by a screening-out process of applicants, showing tuberculosis tendencies.

General Death Rate Falls

However, a similar reduction in death rates had taken place among the population in general during the same 20 years. In Fig. 2, for comparative purposes, the white females (married and single) have been chosen, covering the same ages and the three decades 1930 to 1950. This graph indicates the number of dying per 100,000 for the two groups at ages 20, 30, 40, etc. Due to the fact that less than 1 died per 1000 at the younger ages, the death rates are again expressed in terms of 100,000. The upper dotted line represents the death rate of the white females and the lower solid line that of the sisters. The two are joined with a distinct shaded area for each decade, demonstrating the difference in death rates of the two groups.

Note that the reduction in death rates of the white females from 1930 to 1950 was not as great as that of the sisters at the younger ages while a similar reduction took place after age 40. Comparing the data shows that the sisters had decidedly lower death rates at all ages and in all three decades. The greatest difference being in the younger age groups of the 1940 and 1950 decades, where the death rates of the white females exceeded that of the sisters by a wide margin. Why this advantage of

¹Rev. Francis C. Madigan, S.J., *Health Study of Religious*, 1957.

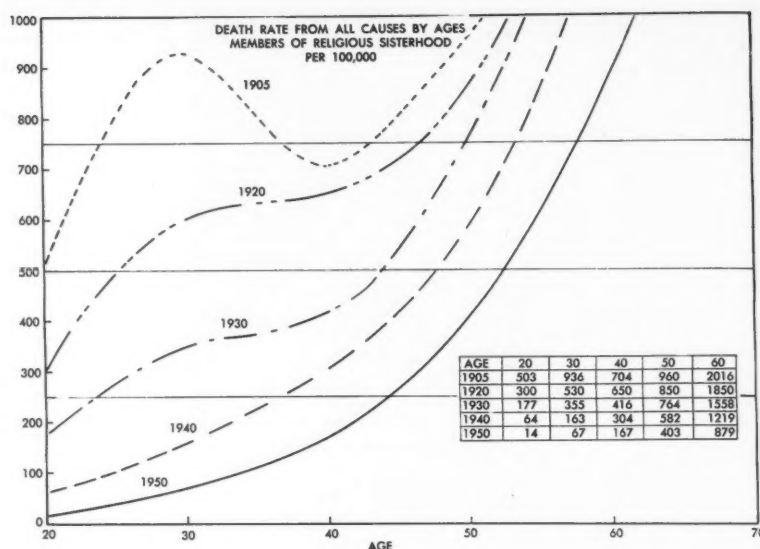


Figure 1

RATES OF MORTALITY AND LIFE EXPECTANCY 1905 and 1930 Decades

Sisters in U. S.

Ages	Tuberculosis Deaths per 1000		All Causes Deaths per 1000		Life Expectancy In Years	
	1905	1930	1905	1930	1905	1930
20	2.57	1.11	5.03	1.77	44.97	50.75
30	5.15	1.88	9.36	3.55	37.69	41.93
40	3.17	1.47	7.04	4.16	30.58	33.51
50	1.58	1.18	9.60	7.64	22.90	25.28

lower death rates of the younger aspirants, novices, and newly professed sisters? They, having been members of the white female group a few years earlier, now appear to be a select group, no doubt, due to natural selection and pre-entrance examinations. In the first years of community life, the experience of low mortality is most favorable for them as compared to that of the white females. Why then should the sisters lose much of this advantage of lower death rates within the 10 to 20 year period after entering community life? Here lies the secret of adding more years to the life span of the sisters.

Improved Health Facilities

The results of a number of communities give a "No" answer to question No. 2; that is, the reduction in death rates with added years to the life span has not been true for all of the 90 communities. This has had an adverse effect upon the over-all life expectancy of the sisterhoods. However, a number of communities, both large and small, had the experience not to have had any deaths among the group of candidates who entered the past 25 years. Further investigation showed that a definite health program of private hospitals, sanatoriums and other medical facilities had been set up thereby combating the health hazards of the close-knit association of members, peculiar to religious communities.

What is the best approach to control these causes of death of sisters, 10, 20, and 30 years after entering community life? Tuberculosis and cancer appear to be the major cause of the increased death rate in the first 10 years, while heart disease, cancer, and tuberculosis appear in later years. Of the three, the attention is focused upon tuberculosis. It is possible to control this disease among the sisters so that the death rate will conform with some degree to that of the white females. In the 1950 decade, sisters at age 20 or younger show little or no deaths from tuberculosis. At age 30 the rate is slightly greater than the white females, while at 40 and over the rate is nearly twice that of other white women in the U. S.

How much is there still ahead with the problem of increasing the average length of life of each sister? The answer to this lies in the fact that every sister apply the present and newly acquired medical and sanitary science to her particular age and present level of well-being. Those in authority must recognize the need of certain positive steps to be taken in the formation of a definite health program. This will enable the sisterhoods to improve the record that now exists at age 20. Lower the death rate from ages 30 to 60 to correspond with the hypothetical death rate curve (broken line) by 1975, indicated on Fig. 2. In translating these death rates into added years of life, note the sister of age 20 in 1975 could have an even chance of living over 60 years longer. This means that those

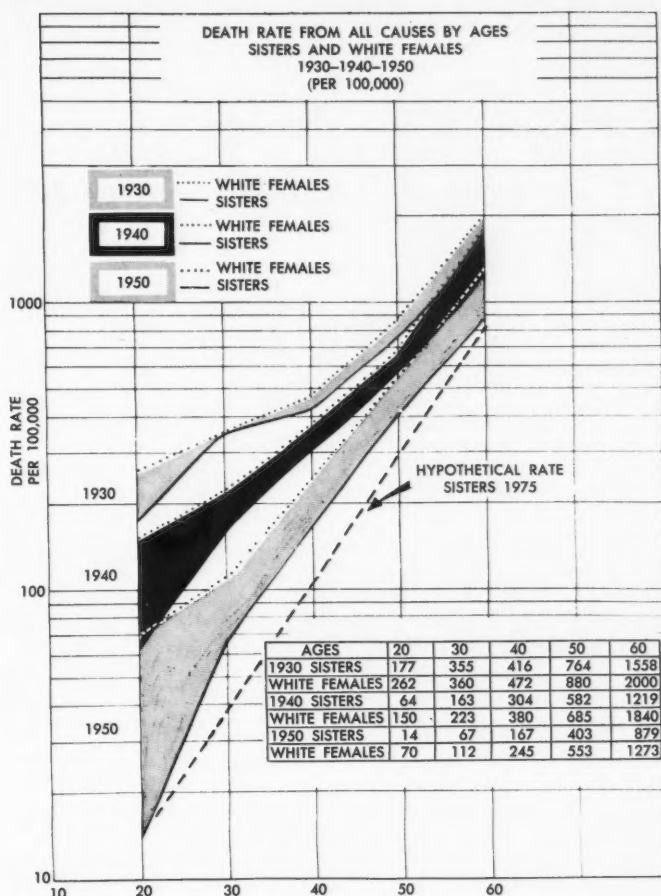


Figure 2

crossing the threshold of womanhood in the service of God may expect, on an average to attain a ripe old age of 80 or more years.

It is presumptuous, of course, for someone who had never known the life of the sister in general and not that of certain communities, to be critical or even make practical suggestions. The following are a few pointed recommendations, not new but made by those who have been or are now in religious life or have come in close contact with its members.

Three-Way Health Program

The suggested program can be considered a triangular one, being influenced by the physician, the mother superior and the individual sister. From the standpoint of the physician, it should be approached in three different areas: The pre-entrance examination, that is, the establishment of a program of complete physical examination by a single physician or a small group of physicians, appointed by the community with all important data placed upon a Health Profile Card. The pre-entrance examination to place special emphasis on lungs, heart, kidneys, and predisposing factors of stress diseases. Tuberculin test with further chest X ray if necessary, complete

blood count, a urine analysis and certain blood tests for present or past infections should be absolute requisites. Only those candidates of emotional tendencies should be eliminated who might be physically and mentally unfit for the strains of religious life.

The second and third areas would be that of routine physical examinations with the necessary medical facilities of the pre-professed and the professed sister. For the former a yearly physical and at least every two years for the latter with the same degree of fineness. This kind of program is aimed at prevention and detection rather than remedial. Because of the easy spread of tuberculosis and the close-knit association of members, a yearly tuberculin test be given to all members, young and old, with further chest X ray if necessary. In many instances the local tuberculosis association would perform these tests without charge to the community. Due to high death rate from heart failure later in life the physical examination should be directed to the unrecognized acquired or congenital heart disease at the younger ages, 15 to 25 years.

At the middle and older ages, the ex-

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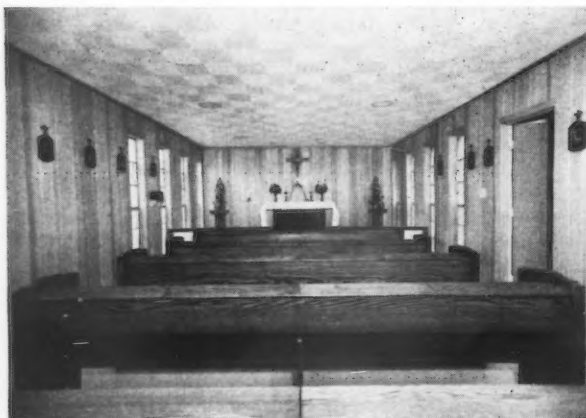
The Pastor's Attitude Toward Sister Formation

By REV. THOMAS M. CEMON

Pastor, St. Michael's Parish, Houston, Tex.



● THE PASTOR is interested in Sister Formation because he wishes his school to be staffed with a faculty that is able to impart knowledge in such a way that the children entrusted to his care will be given the basic principles of Christian education, in order that they may acquire a firm foundation for their future education. The old adage that "A building is as strong as its foundation" can certainly be applied to the elementary education of our children. Good Catholic elementary education will insure good Catholic high school and college students. More important is the assurance of a laity that will be practical in the observance of the faith and a credit to the Church and our country.

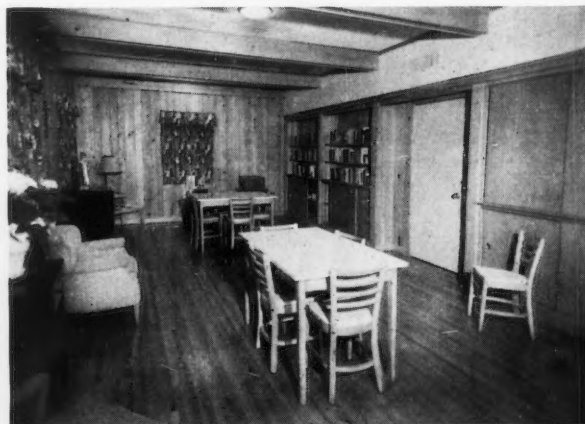


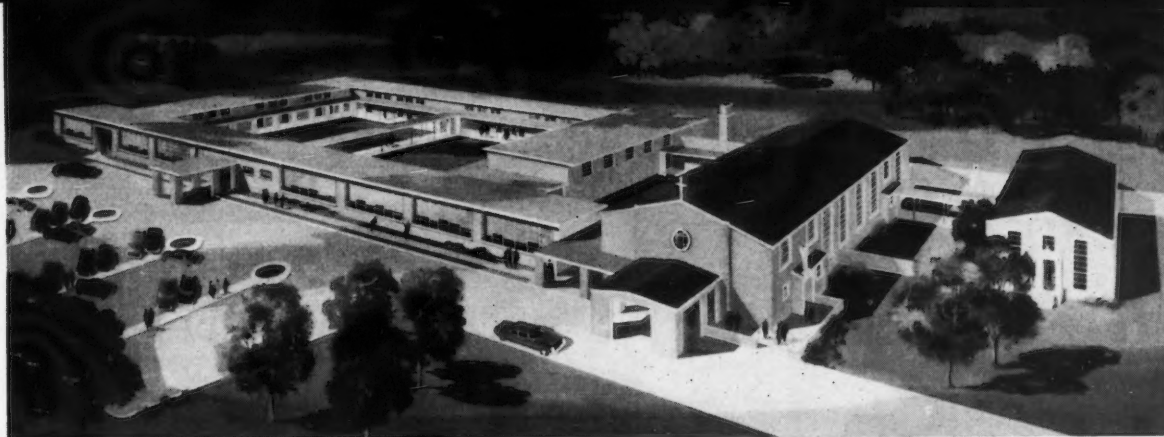
Provide Modern Conveniences

In order that these objectives be accomplished, the pastor must be interested in the Sisters themselves. He must treat them as human beings, as women dedicated to God as he himself is. It is the duty of the pastor to provide them with the best possible time-saving devices in order that they will have more time to prepare for the work to which they have dedicated themselves — namely, the efficient Christian education of our children. For example, the convent should be equipped with an electric dishwasher, an electric clothes washer and dryer, a mangle iron and other such time-saving devices. The less time a Sister spends in doing housework, the more time she will have to prepare for her classes. The hiring of a lay person to help with the heavy house cleaning and to prepare the main meal will help greatly to keep a Sister or two in the classroom much longer.

Having recently built a convent at St. Michael's, we have provided all the above-mentioned conveniences as well as year-round air conditioning. Each Sister has a private room furnished with a desk and chair, an easy chair, a comfortable bed, running water and plenty of closet space. Realizing that Sisters need recreation as well as anyone else, we have provided a commodious recreation room. All these things help to make the convent more homelike, and we certainly cannot deny the fact that they are conducive to better preparation for tomorrow's classes.

Very pleasant living quarters are offered by the new St. Michael's convent. Shown are the oak-panelled chapel, the refectory with kitchen beyond it, and part of large common room which extends the width of the convent.





St. Michael's parish plant, Houston, Tex., includes an 18-classroom school, a school cafeteria seating 400, an auditorium for 750 now used as a church, and convent. The \$1 million plant also includes a rectory (not shown) and parking lot for 222 cars. Convent, cafe, and auditorium are air-conditioned and joined by covered walkways. Begun in 1954, this new parish is located on an 8½ acre tract. Architects were McHale, Hightower and Moreland.

Our new school, too, has incorporated in it the latest aids to efficient teaching, such as correct lighting, a public-address system, comfortable desks, sufficient rest rooms both for students and faculty members, a clinic, a lay teachers' lounge, a book and supply room, file cabinets, a principal's office, and a modern air-conditioned cafeteria. All these features were included with the view that such aids would benefit both students and teachers in accomplishing their goal — good and efficient education.

Lighten Sisters' Work Load

Realizing that Sisters staff a school for the sole purpose of teaching, every pastor should be very careful not to make undue demands on the Sisters' time. He should not expect them to count his Sunday collections, clean classrooms, or direct adult choirs. Neither should Sisters be required to do secretarial work for him or for any other church organizations. Furthermore, whenever possible, the Sisters should be provided with their own means of transportation. Much valuable time can be lost waiting for parishioners to provide a necessary means of conveyance.

Finally, a pastor must lighten the Sisters' classroom load. A Sister cannot do justice to a class of 50 to 70 children. On this score, we may do well to follow the regulations of the respective

State Boards of Education. In Texas the maximum number of students in the upper elementary grades is 40; in the primary grades no more than 32. This means in many cases having to hire lay teachers. We might as well resign ourselves to the fact that lay teachers in our parochial schools are here to stay for quite some time. Therefore, the Sisters must be cooperative and helpful to the lay teachers.

Some effort must be made to secure capable lay teachers. If at all possible, a pastor should require that his lay teachers meet the state certification requirements. He must be likewise conscientious regarding the salary of these teachers. He must bear in mind, that with few exceptions, these teachers are college graduates deserving of a salary commensurate to that of college graduates in other professions. When a number of lay teachers are employed, it is almost a must that a Sister principal be available to supervise and give necessary guidance to lay faculty members.

As a pastor, it is my firm belief that all of the above suggestions will result in more sound Catholic elementary school education and a more satisfied and efficient faculty. With few exceptions, there is hardly a pastor in America today who is not able to raise the standard of his school. — *Text reprinted with permission from the Sister-Formation Bulletin.*

The convent also has a private office for mother superior and 14 individual bedrooms like the room at right. Sisters of Loretto teach at the school.



THE DIXON PLAN: FULL-TIME PAID AIDES

By REV. S. J. EYE

Pastor, St. Patrick's Parish, Dixon, Ill.

● ONE SOLUTION to the teacher shortage problem that has shown promising results in St. Mary's School,* Dixon, Ill., is an extension of the teacher-aide program. Teacher aides are not new; they are used in both parochial and public school systems. In Chicago, the Sisters of Mercy have pioneered in parent participation in the aide program. The success of the part-time aide has encouraged us at Dixon to inaugurate permanent, full-time aides who share the responsibility of the grade with the teaching Sister.

Eight Dominican Sisters of Sinsinawa, Wis., staff the 16-room school. Each grade has two rooms. While the teaching Sister is in one room presenting class material, the aide in the other room listens to recitations, conducts drill work, gives tests, supervises study, mounts art projects, and performs such routine classroom chores as roll call, health charts, and whatever the teacher has assigned for that period.

On the sample daily schedule for the third grade, note how the day is blocked off so that the teacher spends equal time in both rooms. Note, also, that one or two

lessons are taken together, thus giving the children a feeling that each grade is a unit even though it is split into two rooms. This rapport is easily achieved by the use of individual desks and chairs, since the children carry their chairs into the other room for religion and singing classes. On Monday morning a weekly program is given to the aide; each morning the teacher-director briefs her aide on the daily schedule.

Setting Up the Program

In its initial planning stage, the permanent aide idea was presented to the religious authorities at the motherhouse in Sinsinawa. Tentative approval was given, guidance was provided, and the program was carefully watched during the school year. The Rockford Diocesan Office of Education likewise gave its approval to the program on an experimental basis. Because of its success, the program will be continued through the 1959-60 semesters.

At a regular meeting of the parish Altar and Rosary Society during the winter of 1957, an outline of the program's possibilities was presented to the ladies and an appeal was made for volunteers. Of those

who willingly volunteered, six were chosen to spend the last few weeks of the 1957-58 school year in the classroom with the teachers. In September, 1958, after a brief workshop, the six ladies were assigned to the Sisters teaching the first six grades. It was felt that for the time being the program should not be used beyond the sixth grade. Lay teachers staff the seventh and eighth grades with the Sisters.

Qualifications of Aides

These permanent teacher aides are women who can be found in any parish. Some have raised their families; others have children still in school. Mothers of pre-school children were not used since they should be at home with their children. The aide should have at least a high school education. She should be willing to work for \$100 a month. We believe that paying a small regular salary would make the aides feel they are an integral part of the school faculty.

Many personal qualities are desired. The aide should be a generous person since she must sacrifice her time and energy for the children, as well as keep up her home. She



The full-time paid teaching aide and the teaching Sister take turns in teaching rooms A and B of the third grade at St. Mary's school, Dixon, Ill. Outside in a corridor, a volunteer mother gives special drill in arithmetic to the individual student.

GRADE THREE **A Sample Program for Monday**

ROOM A			ROOM B		
TIME	SUBJECT	INSTRUCTOR	TIME	SUBJECT	INSTRUCTOR
8:45	Opening Exercises	Sister	8:45	Opening Exercises	Aide
8:50	Religion (two rooms together)			Correct papers and workbooks	
9:20	Reading I. and II. Arithmetic	Sister	9:20	Spelling Practice Poem Practice Writing Practice Arithmetic Drill	Aide
10:30	Recess Spelling Practice Poem Practice Writing Practice Arithmetic Drill	Aide	10:20	Recess	
11:45	Lunch		10:30	Reading III. and IV. Arithmetic	Sister
12:45	Prayers Phonics I. and II. Spelling — Writing English	Sister	11:45	Lunch	
1:40	Recess Phonics Drill I. and II. Oral English	Aide	12:45	Prayers Phonics Drill III. and IV. Oral English	Aide
2:30	Check Papers	Aide	1:30	Recess	
2:50	Prayers Dismissal		1:40	Phonics III. and IV. Spelling — Writing English	Sister
			2:30	Music (two rooms together)	Sister
			2:50	Prayers Dismissal	

must be humble and willing to take direction. She must be cheerful, for even the dull tasks of repeated drill are more pleasant when the teacher and her aide have an encouraging smile. She should be reliable and willing to make adjustments when necessity requires a change in schedule. She is punctual, being in the classroom ahead of time and notifying Sister when she must be absent. She is patient and prudent, never discussing school problems outside the school. She refers all inquiries concerning the children to the Sister. Neither does she discuss students' abilities or lack of them with the parents, since this is the duty of the teaching nun. She is a good disciplinarian. The aide learns the techniques of holding attention and maintaining order from her teacher-director. Sister Mary Anthia, O.P., who formulated these qualifications, found no great difficulty in having the aides live up to them.

Working with the school principal and co-ordinating the work of the permanent aides is a retired public school teacher of more than 40 years' experience. So smoothly did the program operate, however, that she was able to spend most of her time in remedial work. As a qualified lay teacher, she commented on the program at the end of the school year: "It will take several years before complete results of the experiment are known, but as far as I can foresee,

the future is bright. There is no doubt about it, the children of St. Mary's school have more opportunities and will be better equipped for higher learning than ever before. It has been a pleasure to work with these willing and generous hearted women of the parish."

An Appraisal After One Year

The principal of the school summarized the reactions of the Sisters after using the program in the first six grades for a full year. All the nuns noted that the program involves considerable planning on the part of the teacher. The Sisters had no personality conflicts with their aides as every effort was made to match the Sister-director with her helper. All the Sisters, much encouraged by the apparent success of the program, wanted to have the aide program continued.

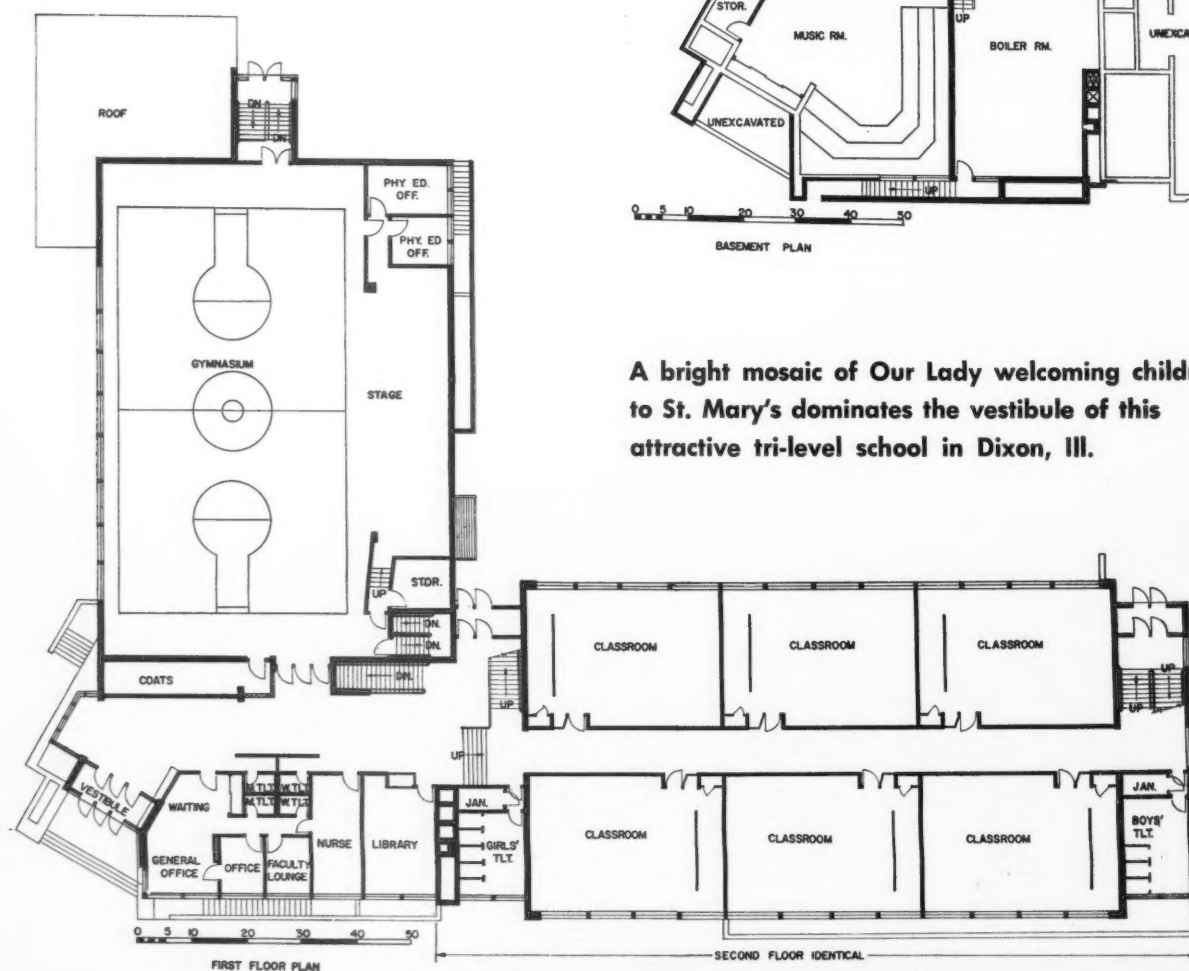
The Sisters' observations pointed out some of the advantages of the system. The program makes it easier to provide for individual remedial work. It takes advantage of the natural abilities and talents of the aides. One aide was found to have exceptional talent in art; another was able to relate stories to a spellbound group; another could teach the children a few beginning phrases of French. All this was done, of course, with and under the direction of the teaching Sister. The program

certainly relieves the crowded classroom situation and makes better supervision of the children possible. Because the groups are smaller, good attention is obtained and the teacher actually has a closer check on the pupil's work. The program provides more opportunities for group work, especially in social studies. There is more recitation, of course. Eventually, we hope that with the help of part-time volunteer aides, in addition to the permanent aides, we will achieve our objective of having every child recite in every subject every day.

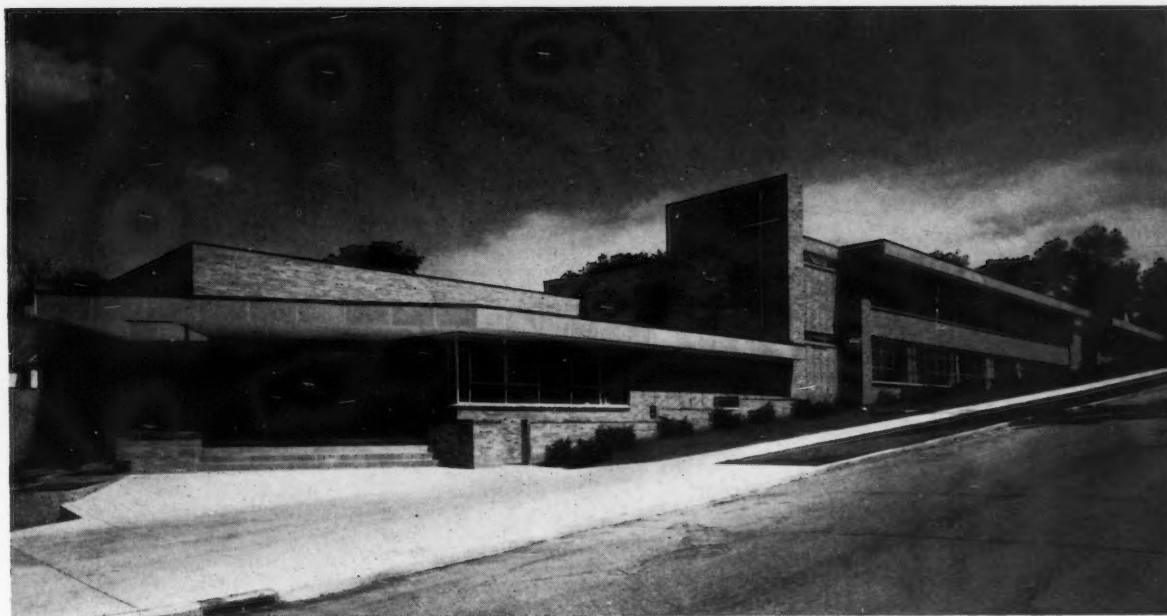
Teacher-Pupil Relations

When the program was presented to the diocesan teachers' institute in the spring of 1958, the question of teacher-pupil relationship arose. Was there a loss of rapport because the teaching Sister would be teaching such large groups, averaging 70 students per grade? Our experience indicates that there is no loss of rapport because the nun is actually teaching a smaller group, and in fact, there is more opportunity to develop a desirable relationship with the use of two rooms. With direction from the nun, the aides had no serious problem in keeping order. The children respected and looked up to the aides just as much as the teaching Sisters. Occasionally, the primary chil-

(Concluded on page 82)



A bright mosaic of Our Lady welcoming children to St. Mary's dominates the vestibule of this attractive tri-level school in Dixon, Ill.



The split-level building conforms to a 20-ft. slope in the site.

St. Mary's Parochial School

PASTOR:

Rev. S. J. Eye
St. Patrick's parish

ARCHITECT:

Smith & Millin, Architects
Barrington, Ill.



This is the stairwell between the office and the classroom wing. Terrazzo floors, brick and wood panel interiors are low maintenance finishes.

● **THE PROBLEM** facing Father S. J. Eye, pastor of St. Patrick's parish in Dixon, Ill., was how to construct a complete new school building on the site of the existing school while maintaining a normal school program in the existing building. The problem was further complicated by the fact that the topography of the site slopes 20 feet from the south to the north end and the existing building stood in approximately the center of the property.

The solution was a new three-level building tailored to the increasing enrollment, the site and built around the existing building. The original building has since been torn down to make way for the combination all-weather playground and parking lot. The new school was dedicated in late September.

The new building provides 16 classrooms, six offices, library, music room, gymnasium with complete shower and locker facilities and stage, and cafeteria and kitchen facilities in the ground floor area. Built of incombustible materials, the school has an



The new 25 by 36 ft. classrooms feature a lighted display case which opens onto the corridor for exhibiting pupils' projects, and a shield of chalk- and tackboard that hides the open cloakroom. Four rooms of the old school were retained on the second level to make St. Mary's a 16-classroom school.

all-steel frame and concrete slab construction. The buff face brick exterior is complemented by the use of granite slabs at the main entrance and modur stone facias.

The interior finishes were selected with ease of maintenance in mind. The masonry walls received a glazing in all corridors, toilet rooms, gymnasium, cafeteria, lobby and stairways. Asphalt tile covers the classroom floors, while terrazzo is used in corridors, stairs and toilet rooms. All ceilings are of acoustical tile except in the lavatories where a washable vinyl plastic tile was used.

The main entrance opens into a spacious wood-paneled lobby. The focal point upon entering is the imported tile mosaic depicting Our Lady welcoming the children to St. Mary's school. The mosaic is highlighted by an 8 ft. square plastic skydome throughout the day and set off with flood-lighting at night. The coat room and entry to the gymnasium are flanked by the tile

mosaic and a glass trophy case for student awards.

Excellent control and supervision of pupils is attained with the location of the administrative unit. It consists of a waiting room, a general office, principal's office, teachers' lounge and nurses' room.

Six classrooms on the first floor and ten on the second floor each measure 25 by 36 ft. with "walk-through" cloak rooms at the rear of the classrooms. The wall shield forming the cloak room is open at either end and at the top to permit circulation and control. On the classroom side the shield provides additional chalkboard and tackboard space. A glass enclosed display case at the entry to each classroom provides a prominent place for class projects or displays, and lends great interest to a walk down the corridors. Just inside each classroom entrance is an activity center containing stainless steel sink and bubbler set in a plastic countertop and providing

storage facilities below. Bookcases line the exterior wall underneath the sill line. Ample chalk and corkboard cover the front and side walls.

The east wing of the building is a 64 by 90 ft. gymnasium, containing a stage complete with folding bleachers for spectators. The stage is flanked by offices for the physical education instructors and stairways lead down to the ground floor locker and shower rooms. Also on the ground level of the gymnasium wing are the large music room and the cafeteria fully equipped with adjoining stainless steel kitchen. The kitchen and cafeteria are planned to provide a complete lunch program for the school as well as serving parish dinner and assembly functions.

The school is heated with hot water radiation and ventilated throughout with tempered fresh air. All classrooms have rapid start fluorescent lighting. All windows are made of extruded aluminum.

Musical notes highlight the asphalt tile floors of the music room. The basement suite includes three small practice rooms. A piano, organ, and hi-fi equipment have been installed.



The 64 by 90 ft. gymnasium is on the first floor. Enclosed stairwells lead to the locker and shower rooms in the basement. Roll-away, folding bleachers provide spectator seating.



Folding doors at the service counter can close off the kitchen area from the cafeteria so it may be used for assemblies or parish meetings.



The building was designed by Smith and Millin, Architects, Barrington, Ill., under the direction of Rev. S. J. Eye. Total cost of the project was \$450,000 without equipment. There are 40,000 sq. ft. in the building, built therefore at a unit cost of \$11.20 per sq. ft. With equipment and playground, the total cost was slightly more than \$500,000.

This new school, the third in the history of the 105-year-old St. Patrick's parish, was dedicated on September 20 of this year. Why the school is not named for the parish is an interesting legend. When Father Michael Foley came to the parish in 1892, he was unable to buy a desirable property for the school. After long periods of prayer, he buried a miraculous medal on the desired site and shortly thereafter he was able to purchase it. That is why he named the school St. Mary's instead of for the parish patron.

Waterproofing Masonry Surfaces

**New silicone treatments have impressive record
in preventing moisture penetration in exterior masonry**

● NO BUILDING STRUCTURE could be built or satisfactorily maintained today without the use of water in its direct or indirect form. On the other hand, water is the root of more maintenance and repair evil than any other condition faced by building owners in the broad field of building management. More than 500 firms are engaged in the manufacture and distribution of waterproofing materials and other protective coatings for masonry. Hundreds of contractors devote their full time to this specialized field of work. The costly structural damage which can result from water seepage unfortunately lends itself in many instances to unfounded claims and flam-

boyant advertising by overzealous promoters at the expense of building owners. The cost of weatherproofing building structures in 1959 will amount to some \$550 million on a nationwide basis.

The best available protective coatings and proper application techniques are no substitutes for poor design and construction practices. It is entirely possible to design and build a masonry structure in a manner to withstand the effects of weather and of careless people employed in its maintenance. Unfortunately, known and proved design factors and construction procedures are not always employed. The end result is leaky walls with repetitive damage to expensive interior finishes throughout the structure as a whole.

Use of Silicones

The October, 1956, issue of *Architectural Record* reports that technological advances have brought about the development of basic masonry and new units and a new concept in waterproofing. Experience since that time has continued to grow in the use of silicone chemicals which literally repel water and keep wind-driven rain from coming through a properly constructed masonry wall. Applications are increasing, both in number and variety, of this treatment which has been developed to prevent damp interiors, unsightly efflorescence, the cracking, spalling, or chipping of exposed masonry surfaces. Silicone treatments are building up an impressive record in preventing the penetration of moisture through the pores of masonry. Within the bounds of common sense and sound reasoning, it may also be used to prevent the penetration of moisture into the structure from hairline cracks exposed to the elements. It does not offer protection for below ground masonry walls exposed to hydrostatic pressure.

Prior to the development of silicones, the conventional method of protecting masonry with a transparent coating was to cover the surface with waxes and stearates

to form a continuous film. This type of treatment had several disadvantages such as discoloration of the treated surface, subsequent damage caused by moisture entrapped in the masonry at the time of treatment, and relatively short life in preventing the penetration of moisture. In contrast, the silicones cause no noticeable change in surface appearance (except in the case of certain limestones and sandstone), and there is some evidence that masonry walls continue to "breathe" after treatment while the water vapor passes through. Substantial evidence is building up to suggest that the effective life of this type of treatment will range from 5 to 10 years with the length of service depending on the proper selection of materials and application methods.

Silicones are by no means a cure-all nor can they be used to cover up defective workmanship or improper specifications. No material of this type should ever be used until after the masonry surfaces to be treated have been thoroughly patched or otherwise repaired to correct basic faults in the work. This makes it practically mandatory that the entire structure be subjected to a thorough inspection by a competent professional engineer who is fully experienced in the specialized field of waterproofing—and not one concerned in any manner with the sale or application of related materials. Leaks through masonry walls often result from other basic structural defects not repairable by the use of transparent or other protective coatings applied to exposed exterior masonry surfaces.

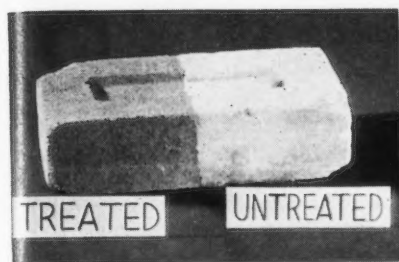
Many successful waterproofing jobs have been accomplished by contractors and maintenance superintendents—particularly the more porous masonry units such as concrete and cinder block—through the use of another type of transparent treatment that is formulated with several quality microcrystalline resins combined with a proper catalyst and hydrocarbon solvent. A material of this type will not notice-



By JAMES NEIL MORRIS

Building Maintenance Consultant

These photographs show the results of testing done by the Silicone division of General Electric.



The half brick treated with silicone chemicals did not effloresce. The powdery crust is a sign of moisture penetration.



Note how dyed water penetrated the untreated half of the brick and washed over the treated half.



When left untreated, minute cracks deepen and eventually the entire brick may chip or crack.

ably stain masonry surfaces. When applied at temperatures higher than 60° to a dry surface, the hydrocarbon solvent acts as the penetrating agent (often to a depth of ½ to 1 in.) and then evaporates to leave an inert solid to provide maximum weatherproofing protection. One manufacturer has combined three phenols (pentachlorophenol, chlororthophenylphenol, and tetrachlorophenol) with his basic waterproofing compound to produce a transparent coating having the toxic effect of full strength creosote. This treatment is particularly effective (not only for masonry

but for all other materials that will absorb water) in damp and humid areas where it is necessary to combat fungus and mildew as a recurring maintenance problem. There is no apparent discoloration of the treated surface. The effective life of this treatment is about the same as experienced in the use of the silicone materials. In addition, this deeply penetrating material can be used as an effective tool in treating areas subject to hydrostatic pressure, including basement areas. One instance is of a concrete tank storing drinking water which was treated more than seven years ago with pressure near the bottom of the tank of 1250 lb. per square foot. A recent inspection indicates that the initial treatment continues to be satisfactory in all respects.

Other Maintenance Uses

Maintenance superintendents and contractors are constantly on the alert for a versatile type of sealer or transparent coating for use on other than exterior masonry surfaces. The materials described above offer these possibilities. Highly satisfactory results have been obtained through their application to wood floors as a sealer and finish after sanding where a natural finish was desired; as a sealer for terrazzo and quarry tile floors after thorough reconditioning; use as a primer and sealer on all paintable surfaces such as plaster, wood, sheetrock, etc.; and as a means of eliminating the continuous dusting of concrete floors or as a preservative for canvas tarps and awnings, etc. Many painting contractors use the same materials as a thinning agent for oil base paints to excellent advantage.

Treating Colored Exteriors

In cases where color is a factor in the treatment of exterior masonry surfaces and also to discourage the penetration of moisture, it is good practice to take advantage of the wealth of material on this subject which has been developed by the Portland Cement Association. While the so-called pigmented types of protective coatings do not, in all cases, develop a surface that is impervious to the penetration of moisture because of careless workmanship, the result can usually be evaluated by observing the appearance of the treated surface after a heavy rain to see if it takes on a wet and soaked appearance with most of the color fading out. If this does happen, it is ample evidence that the treatment is not fully effective. While it may add to the cost of this type of treatment to some extent, it is good and sound practice to apply 2 saturating coats of a suitable transparent waterproofing compound over the cement-water paint to assure a good weatherproofing job on a long-range basis.

Cement-Water Coating

A very effective, economical protective coating of the cement-water type can be prepared on the job by using the following formula:

- 1 bag white Portland cement
- 20 lb. hydrated lime
- 1 qt. liquid hydrator
- water as required to obtain a paintable mix
- color, if desired

When used on concrete block or stucco surfaces, this type of coating should be applied to a damp surface with a scrub brush used in a scouring motion. Each of the two coats should be cured slowly with a fog type of spray to prevent quick set, allowing approximately 24 hours between coats. The material cost is less than 10 cents per gallon.

Materials and know-how available today make it a simple matter to develop underground basement areas into usable and productive space without undue expense, regardless of any water conditions that may exist.

The owners of large groups of buildings, particularly those of the older and monumental types, are often faced with the necessity to clean the exterior faces of these structures to remove accumulations of dirt, soot, dust, and other discolorations which detract from the appearance of an otherwise sound facility with many additional years of beneficial occupancy. The cleaning process usually requires that the masonry be repaired and tuckpointed, door and window opening recalked, and that all previously painted wood and metal surfaces be repainted to complete the facelifting job. In these cases, it is particularly important to treat the cleaned masonry surfaces with one or more saturating coats of a properly selected transparent coating. Spray application is best under most conditions. In addition to sealing the pores of the masonry opened up by the cutting action of sand applied under pressure (or detergent, as the case may be), a surface treated in this manner will remain clean for a long period of time since dirt, soot, and other possible discolorations will not adhere to the surface and are usually washed off by rain action.

Significant advances are being made every day in the development of both materials and methods for use in weatherproofing building structures. It is sound judgment and good economical practice for building owners to avail themselves of this wealth of knowledge and experience through a survey of their facilities by one of the numerous firms and/or individual professional engineers engaged in this specialized field of work.

Personnel training through a diocesan association

Catholic School Lunch Managers Organize Food Service Group

● **COOK-MANAGERS**, helpers and school lunch personnel turned out 90 strong for the first formal meeting of the Catholic School Food Service Association at St. Jude's parish, Milwaukee, on February 28, 1959. Attendance has grown at each succeeding bimonthly meeting, and the association has become a well-established organization. At the April meeting, officers were elected, a constitution was adopted, and a program of bimonthly meetings was set up. A mimeographed newsletter is published frequently to acquaint all those interested in the school lunch program in the Milwaukee Catholic schools with the aims and programs of the CSFSA.

The aims, of course, are improvement of the school lunch program in the Catholic schools of the Archdiocese of Milwaukee, and self-improvement of personnel. This new lay group traces its beginnings to a series of workshops and summer sessions for training school lunch personnel which have been conducted during the past few years at Cardinal Stritch College, under the direct supervision of Sister Mary Donata, O.S.F., head of the college's home economics department. As advisor of the CSFSA, Sister Donata takes an active part in planning its training programs. Rt. Rev. Msgr. Edmund J. Goebel, superintendent of schools, serves as an *ex officio* member of the executive board.

There are numerous advantages to membership in an association like the CSFSA, according to Sister Donata. By attending the regular bimonthly meetings, members share ideas with their colleagues, gain professional knowledge, and grow in leadership and training experience. Members, too, are

prepared to acquaint educators and the general public with the vital role school lunch plays in the physical and mental development of school children. Furthermore, explains Sister, they are informed and prepared to take part in the development of school food service legislation. The Catholic group has been accepted as an affiliate of the Wisconsin School Food Service Association.

"In their work, managers of the school lunch program need support from administration, faculty and parents," states Sister Donata. "It must be remembered that the National School Lunch program is an educational movement designed to teach children to recognize foods essential to health, body growth and development. Daily attendance at a well-prepared school lunch will enable the child to form good food habits for later life."

The lively meetings attest to the exuberance and dedication of these school lunch people. Meetings are held on Saturdays from 9 a.m. to 2 p.m. at the various Catholic schools; a few evening sessions have been scheduled for the 1959-60 season. Lively "buzz" sessions foster an exchange of ideas and experiences among members. There are films, demonstrations and lectures put on by school lunch and food authorities. Some of the topics presented to date have been: bread-making, boning and rolling a turkey, menu planning, cost control and work simplification. On the agenda is a style show of uniforms, a talk on better grooming, and a menu evaluation workshop.

The host parish provides a typical school lunch at noon, and perhaps a brief enter-

tainment. The meeting concludes with benediction in the church. Proceeds from the luncheon plus annual dues of 50 cents per member cover the group's operating expenses. The newsletter is financed by annual \$5.00 complimentary ads from local food purveyors.

One meeting featured a display of a week's school lunch menus. (See box below.) A similar display was exhibited by the Milwaukee CSFSA at a state-wide restaurant and catering show. "The exhibit was very well received," states Mrs. Elmer Never, president. "In fact, both restaurant owners and public were amazed at the well-balanced, attractive meals which were being served in our schools for a nominal cost."



Film for Managers

A color filmstrip on "Solving School Lunch Problems With Paper" is available on free rental basis from the Field Research Div., of Paper Cup and Container Institute, 342 Madison Ave., New York 17, N. Y. The 23 min. film may be shown on any filmstrip projector while a record narration is played through a record player or public address sound system. The film presents ideas on preportioning, portion control, use of a central kitchen, attractive food displays and cost studies, with examples from lunch programs in 17 schools.

SCHOOL LUNCH MENUS

MONDAY

Orange Juice
Barbecue Beef on Bun
Butter
Cheese Sticks
Lettuce Salad
French Dressing
Apple Crisp
Milk

TUESDAY

Turkey Pie
Crisp Green Salad
French Dressing
Baking Powder Biscuit
Butter
Grapefruit & Mandarin
Orange Sections
Peanut Butter Cookie
Milk

WEDNESDAY

Meat Loaf
Parsley Buttered Carrots
Molded Peach and Pear
Salad
Anadama Bread
Butter
Cherry Cobbler
Milk

THURSDAY

Wiener
Baked Beans
Carrot & Celery Sticks
Brown Bread
Butter
Apple Sauce
Milk

FRIDAY

Tomato Juice
Macaroni & Cheese
Tossed Salad with 1/2
cooked egg
Crisp Hard Roll
Butter
Blackberry Parfait
Milk

SOUP BASE FOR CHEESE SAUCE

Cheese sauce is a glamorous, nutritious topping for asparagus, broccoli, carrots, baked potatoes, meats and seafood. The Campbell Soup Company gives this easy recipe for producing perfect cheese sauces using the firm's condensed cream soups:

1 can (3 lb. 2 oz.) condensed cream of celery, mushroom, or chicken soup
 1 1/4 to 1 1/2 cups milk
 2 cups (1/2 lb.) shredded process or Cheddar cheese
 Pour soup into sauce pan; stir until smooth and gradually blend in milk. Add cheese; simmer until cheese melts, stirring constantly. Makes 2 qts. of sauce (or 32 two-ounce servings).



Cheese sauce made of condensed cream soups tops fish, burgers and open-face sandwiches.

For an extra piquant touch, add 1 T. Worcestershire sauce to the mushroom cheese sauce and serve over a broiled hamburger. Or add 1 T. prepared mustard to the celery cheese sauce and serve over broiled fish. The chicken cheese sauce is excellent over a chicken club sandwich.

TIPS ON CHEESE COOKERY

There are two rules for successful cheese cookery: *Use a low temperature and do not overcook.* High temperatures make cheese tough and stringy and causes the butterfat and protein of the cheese to separate. Remove cheese from the heat source as soon as it is melted. Cheese melts easier if it is shredded, grated or thinly sliced. Grate hard cheese on a fine grater, and use a coarse shredder for soft process cheese. Those concerned with the two-ounce protein requirement for Type A school lunches will be interested in knowing that 1 qt. of grated Cheddar equals one pound or eight servings.

FROZEN GROUND PORK

The U. S. Department of Agriculture has been buying frozen ground pork for distribution to the 50,000 schools participating in the National School Lunch Program. Some 14 million schoolchildren are fed under the program.

For flavor and health, government nutritionists specify that the pork mixture must contain 0 to 30 per cent fat. School lunch cooks are given recipes for using the meat in many different ways: meat balls, meat pies, chili, in casserole dishes combining the pork with such foods as rice, macaroni, cheese, apples, and other foods.

NEW CONVENIENCE FOODS

Only water, and perhaps a little extra sugar, need be added to the new Milk Chocolate Chiffon Pie Mix from Pillsbury. Like the lemon chiffon pie mix, it is available in institutional packages. Using the mix cuts the preparation time on chocolate pie to 6 to 8 minutes per shell; filling cost for a 9-in. pie is 24.2 cents.

Pillsbury has also developed a new Golden Rich Pancake mix exclusively for the institutional market. The wheat mix includes milk, eggs, and shortening, just add water. Portion cost is less than a penny for a 4-in. pancake. An advantage of this mix is that an entire day's supply can be mixed the night before. Send for a 4-page folder of pancake serving ideas with a variety of appetizing sauces and toppings from **The Pillsbury Co.**, Minneapolis 2, Minn.

(For Recipes Circle Index Code No. R1)

Rich, tangy Bleu Cheese Salad Dressing is now marketed in gallon jars, four to a case, by the Continental Coffee Co., Chicago.

The Kellogg Co., Battle Creek, Mich., is now marketing Corn Flake Crumbs in five-pound bags, six to a case. One pound is the equivalent of 5 1/2 cups. The crispy crumbs may be used in deep fry batters, pie shells, stuffings and toppings.

Clamato, a tangy new juice, combines the juices of deep sea clams with tomatoes and spices. Especially blended by McCormick & Co., Inc., Baltimore, Md., the new juice is more than a refreshing appetizer; it is the basic ingredient in soups, bisques, salads, sauces, casseroles.

Knox Unflavored Gelatine is now available for institutional use in a new three-pound package. Use this bone-type gelatine to turn leftover vegetables, fruits, and fruit juices into attractive jellied salads. The company is offering a packet of 48 quantity recipes featuring aspics and jellied soups, molded salads, and chiffon desserts in portions for 50.

(For Recipes Circle Index Code No. R2)

Quantity recipes using Grandma's unsulphured molasses are available from **American Molasses Co.**, New York 5, N. Y. Packaged in a plastic bag, the 5 by 8 cards have recipes on baked beans, meat glazes, several kinds of cookies, muffins, puddings, and pies. A handy feature of the card is that it gives a home or trial-size recipe, in addition to quantities for 20 and 100 servings.

(For Recipes Circle Index Code No. R3)

QUANTITY RECIPES

The 1959-60 booklet of "Recipes and Menus for Schools and Camps" is being distributed by **John Sexton & Co.**, Chicago 90, Ill. It contains tested recipes from school lunch managers throughout the country, as well as helpful charts on portions per can of fruits and vegetables and per serving costs of canned foods.

(For Recipes Circle Index Code No. R4)

COLOR ADDS FESTIVE NOTE

Cranberries add a festive note to any meal and are a "must" for the holiday season. They seem especially suited for tangy, colorful relishes and sauces for meat and fowl. **The National Cranberry Association**, Hanson, Mass., offers a set of quantity recipes for 25, 50, and 100 portions featuring Ocean Spray fresh or jellied cranberries, or cranberry cocktail juice. Included are such mouth-watering relishes as cranberry-apple, cranberry-raisin, cranberry-garden relish, and an interesting cranberry-horseradish sauce for beef.

(For Recipes Circle Index Code No. R5)

Pink Party Punch

This refreshing, easy-to-make Pink Party Punch has a good vitamin C content. Simply pour the following ingredients over ice just before serving:

1 gal. Ocean Spray Cranberry Juice Cocktail
 1 — 46-oz. can Pineapple-Grapefruit Juice
 1 qt. 7 Up or ginger ale
 It yields 1 1/2 gallons, enough for 50 servings.

Cobbler desserts—so eye-appealing and nutritious—are a breeze to make if you follow the procedure recommended by the institutional products department of **General Mills**. Spread half of 5-lb. box of dry cake mix on a sheet pan. Pour 2 cups of water evenly over mix. Add a layer of fruit. Spread the remaining dry mix over the fruit, pour 4 cups of water over the top and bake. Since any kind of General Mills cake mix can be used, with frozen thawed fruits; drained canned fruits, applesauce, mincemeat or date fillings, an almost endless variety of tasty desserts is possible. The cakes bake with colorful fruit filling in the center. Send for recipe folder.

(For Recipes Circle Index Code No. R6)

Pink, yellow, or green rice adds a delicate color to a plate lunch. Cook rice as usual but add orange juice (yellow) or cherry juice (pink) to the water. Chopped spinach added to the rice makes it green. Or you can also use a few drops of food coloring in the water. The addition of a few nut meats to rice contributes both texture and flavor.

Send for a packet of quantity tested recipes from **The Rice Industry**, Houston 6, Tex. The 4 by 6 cards give several casserole dishes and suggest interesting combinations of rice, fruit and meat. All recipes are for 50 portions.

(For Recipes Circle Index Code No. R7)

Health of Nuns

(Concluded from page 69)

amination would bring to light the presence of symptoms of certain heart diseases. The physician could advise the sister on the effect of emotional stress, overweight, dietary habits, and heredity. He could suggest increased physical exercise, use of additional estrogens after menopause, or the use of certain drugs for hypertension. Recent studies show that religious very frequently have cancer of the breast and seldom of the reproductive organs, while cancer of the stomach, large intestines, and pancreas is similar to that of other white women. A survey by the American Cancer Society shows that over 90 per cent of cancer of the breast and over 70 per cent of the digestive tract can be successfully treated with early diagnosis and immediate treatment. Since diabetes is the seventh ranking cause of death by disease in the U. S., and it can be discovered by a simple urine test, the diabetic sister, with or without using insulin, may find many years added to her life span.

Mental and Emotional Ills

Because the sister of today is under mental pressure to a degree unparalleled in the history of the Church in America, certain recommendations for modernization of some communities are in order. The incidence of certain causes of death are closely related to current community regulations, diet and dress of religious. The problems of emotional illness should be recognized in the early stages by those in authority.

Communities should consider revamping the daily schedule of the individual sister, if necessary, in order to allow her sufficient time to fulfill the demands of the apostolate and the obligations of the religious state. This should reduce the adverse health consequences of a lack of time: the tensions, frustrations, sense of failure in completing the spiritual as well as the mental and physical demands. Introduce flexibility into the daily routine with more responsibility for religious duties directly on the individual sister. Since this is a day and age of efficiency in the use of machines, space planning and human actions, the daily activities of the sister should be streamlined according to her profession by introducing methods, materials and tools to give her more time for cultural, intellectual and religious needs. Introduce lay help wherever possible, thus freeing the professional sister for her special duties and allowing her one complete free day per week. Household facilities, equipment and spacings in kitchen, dining room and other rooms should be geared to conserve time, effort and health.

Improve Diet Habits

One of the important facets that has contributed to the increase in the life span

of the general population is due to the improvement in the quantity, quality, and variety of foods. Let us give sisters at all times the opportunity of a balanced diet of high nutritional foods, as well as so-called "coffee breaks" in midmorning and mid-afternoon. An immediate program of this kind can be introduced by the current use of diet books now on the market and the training of one or more sisters in dietetics for a future program.

The choice of the original habit of religious communities was motivated by principles of decency and mortification consistent with the times and not necessarily by rules of hygiene. The study points to the fact that some communities who had introduced a change of habit the past years, showed a lower death rate in certain areas. Certainly the design of headgear, clothing, and other full-flowing garments cannot be discounted in influencing the rate of accidents of the sisters in the home, on the highway and in other places. I would hesitate to estimate the loss of work days of some communities due to sickness of its members because of the influence of the dress of the religious.

Almost every order has a certain number of members who fall within a bracket of

Full-time Aides

(Concluded from page 73)

dren would forget themselves and answer: "Yes, Sister Mrs. Nolan."

Do the aides like their work? They are all coming back for the 1959-60 year, and we have a waiting list of those who would like to join the staff!

Reaction of the Parish

At first there was some question as to whether or not the parish—and particularly the parents—would accept the idea. Subsequent experience indicates that the parents are enthusiastic because they see the improvement in their own children. At the beginning of the school year, a letter was sent to parents explaining the program. Moreover, the progress of the program was told by the Sisters and some of the aides at meetings of parish societies.

Parents also had an opportunity to view the working of the program at firsthand through the part-time volunteer aide program. Last year, 36 mothers came in one half-day each week to help correct papers and listen to recitations. Working in a quiet corner of the classroom or out in the hall, they were assigned a number of children for drill in spelling and arithmetic. This idea was borrowed from the Sisters of Mercy in Chicago. We found that the children soon learned to go to the aide's station for recitation without interrupting the

sickness, known as emotional illness. Nervous tension, anxiety, and depression are the symptoms. Pre-entrance tests cannot and should not screen-out all candidates that might fall within this group. As no sister can build a spiritual life on a foundation of ill health of this kind, these should be recognized by the superior in the very early stage. A practical and effective method of treatment of psychotherapy by a capable person or persons would be recommended.

Those who know the problems suggest that there must be united action with regard to a future health program for religious in the U. S., centrally directed, nationwide participation and effected through the Catholic hospitals. Much can be learned of the technique of this kind of organization by referring to what is being accomplished in the field of education for religious through the Sister Formation Conference.

The richest asset of any order of religious is certainly its human capital. The Church, confronted with a critical shortage of sisters, demands that a concerted, well thought out health program be formulated by every community in co-operation with the hierarchy of the Church.

class routine. Naturally, such a program brings more parents to the school. Now we have nearly 60 parents willing to come in part time. Surely, this participation will help us attain our goal of daily recitation in every subject.

Needless to say, the whole program demands a great deal of planning and paper work. To do this, we have a splendid group of women volunteering for typing and other clerical chores. The spirit of all our workers is one of self-sacrifice for the sake of Catholic education—the same principle on which our parochial school system is built and maintained.

Will It Work Elsewhere?

In parishes fortunate enough to have sufficient teaching Sisters and ideal classrooms, this permanent aide plan won't be needed. In schools fortunate in having lay teachers and able to pay them salaries somewhat in proportion to the public school scale, it is hardly necessary. Our parish is not in that position. We do know that the permanent aide system works in Dixon. Other school administrators are welcome to study the program at first-hand. It may well be that adaptations could be worked out even where one teaching Sister could teach two grades. There is no clear-cut, single solution to the teacher shortage in parochial schools, but we at Dixon believe we have one approach that works well.

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NEWS

(Continued from page 52)

● MOTHER M. MARGARET, 44, provincial superior of the Covington province of the Sisters of Notre Dame, died recently at the mother house. She was installed as provincial less than five months ago.

● SISTER M. VERONICA, S.S.N.D., 75, died recently at Mt. Calvary, Mich. In June, she had celebrated her 50th anniversary in religion, at Grand Rapids, Mich.

● REV. ROBERT A. DYSON, S.J., 64, professor of theology at Boston College and Biblical scholar died, September 7.

RELIGIOUS ORDERS

Sisters of Christian Charity

MOTHER M. VIRGINIA is the new provincial of the eastern province of the Sisters of Christian Charity (Mendham, N.J.). She succeeds Mother M. Augustilde who now is principal of Immaculate Conception School in the Bronx, N. Y.

Sisters of Mercy

MOTHER M. REGINA CUNNINGHAM, R.S.M., former provincial of the Chicago province of the Religious Sisters of Mercy of the Union, has been elected as Mother General with headquarters at Washington, D. C. She succeeds MOTHER M. MAURICE TOBIN, R.S.M., who died last March 4.

New Provincial

SISTER CLAIRE MARIE, S.N.D. de N., has been appointed provincial of the California province of the Sisters of Notre Dame de Namur.

New Provincial

SISTER AGNES, S.N.D. de N., has been appointed provincial superior of the Cincinnati province of the Sisters of Notre Dame de Namur.

Franciscan's 750th Jubilee

Representatives of the four branches of the Franciscan Order met with Pope John XXII recently in Rome to mark the Order's 750th anniversary. The ceremony, placing of the representatives hands in those of His Holiness, repeated the religious profession of St. Francis of Assisi in 1209 to Pope Innocent III. The rites were held in the Archbasilica of St. John Lateran.

Taking part in the commemorative ceremonies were Rev. Agostino Sepinski, minister general of the Order of Friars Minor; Rev. Vittorio Constantini, minister general of the Order of Friars Minor Conventual; Rev. Clement Neubauer of Milwaukee, minister general of the Order of Friars Minor Capuchin; and Rev. Lorenzo Hrzic, definitor general of the Franciscan Third Order Regular.

New Superiors in Many Orders

MOTHER M. NEOMISIA, founder and first president of Holy Family College, Philadelphia, has been elected superior general of the Sisters of the Holy Family of Nazareth. She is the first American to hold the post. As head of the congregation, Mother Neomisia will be responsible for more than 2500 members, 1900 of whom serve schools, hospitals, and missions in the United States. The order also has provinces in Australia, England, France, Italy, and Poland.

MOTHER M. LAWRENCE has been reelected mother general of the Religious Sisters of Mercy, Cedar Rapids, Iowa. She was first elected as mother general of the community in 1953.

SISTER M. HELENA ROBBEN was reelected mother general of the Congregation of the Sisters of St. Joseph of Concordia at a general chapter meeting, recently held at Concordia, Kans. The meeting closed the diamond jubilee year of the congregation.

MOTHER M. OLYMPIA, S.D.S., has been reelected mother general of the Sisters of the Divine Savior at the order's general chapter meeting, held at the General Motherhouse, Rome. Mother M. Olympia, an American, will be assisted by other citizens of the United States. They are: MOTHER M. DEMETRIA, S.D.S., formerly of St. Mary's Convent, Milwaukee, as provincial superior of the American Province; and MOTHER MONICA, also from Wisconsin, as third consultant.

BROTHER TIMOTHY JEROME, F.S.C., has been named head of the San Francisco district of the Christian Brothers, which embraces the state of California.

MOTHER M. DOMINIC FOLEY, Dublin, Ireland, is the new mother general of the Irish Province of the Little Company of Mary. Mother Dominic, who was named at a recent chapter meeting in Rome, succeeds MOTHER M. BERNARD MARTIN of Australia. The order, known as the "Blue Sisters," has representatives in houses in the United States, England, Scotland, Italy, Ireland, New Zealand, South Africa, and Australia.

REV. WILLIAM F. KING, S.J., has been named assistant secretary to REV. WILLIAM W. NAUGHTON, S.J., general secretary of the Society of Jesus.

MOTHER MECHTILDIS, former provincial superior in Germany, has been elected superior

(Continued on page 86)

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SOME ASPECTS OF RELIGIOUS EDUCATION

By Marc Oraison, D. D., M. D.

Author of *Union in Marital Love*

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NEWS

(Continued from page 84)

general of the congregation of the Missionary Sisters of Our Lady of Africa, commonly known as "White Sisters."

REV. JEROME JACOBS, S.D.S., has been named provincial of the American Province of the Society of the Divine Savior. Headquarters for the American Province are at Milwaukee, Wis.

MOTHER M. VINCENTIA, S.S.J., was named new superior general of the Sisters of St. Joseph recently at a general chapter meeting held in Kalamazoo, Mich.

SISTER IDA MARIE has been elected mother general of the Dominican Sisters of Our Lady of the Sacred Heart Convent, Springfield, Ill.

REV. JAMES A. DONNELLO, O.S.A., president of Villanova University, Pa., has been elected prior provincial of the Augustinian Fathers' Province of St. Thomas of Villanova.

REV. ALBERT V. FEDDERS, M.M., has been named rector and local superior of the Maryknoll Major Seminary, N. Y. Father Fedders has been active in the mission fields of the Orient for more than 20 years.

REV. EDMUND R. VOHS is the new rector of the Vincentian House of Studies at the Catholic University, Washington, D. C. Father Vohs has served the Vincentian fathers in Chicago for the past 25 years.

MOTHER M. ALOYSE FITZPATRICK has been reelected superior general of the Dominican Sisters of St. Mary of the Springs, Columbus, Ohio. The order serves 12 dioceses in the Ohio region.

REV. JOSEPH DEPALMA, S.C.J., was recently elected superior general of the Congregation of the Priests of the Sacred Heart of Jesus at a meeting held in Rome.

VERY REV. HERBERT LINENBERGER, C.P.P.S., has been named superior general of the Society of the Precious Blood. Father Linenberger, who will hold office for 12 years, will reside at the general curia house in Rome.

MOTHER M. HELENA, O.S.F., was elected superior general of the Missionary Franciscan Sisters of the Immaculate Conception. She was formerly vicar general of the order in Boston.

SIGNIFICANT BITS OF NEWS

Hospitality for International Students

Mother Claire Ann, superior of the White Sisters of Our Lady of Africa, at Metuchen, N. J., has formed an organization called Hospitality for International Students. Father Jongerius of the White Fathers is chaplain of the organization which is intended primarily to extend hospitality, advice, and entertainment to foreign students attending Rutgers University in New Brunswick, N. J.

To Improve Handwriting

The "Second R" project, an extensive research in handwriting was reported, on September 24, at the fifth annual meeting of the Handwriting Foundation, held at the Wisconsin center of the organization in Madison, Wis. Professors John Guy Fowlkes and Virgil E. Herrick of the school of education of the University of Wisconsin outlined the results of the seven years of research.

Professor Herrick was chairman of the Committee on Research in Handwriting and Professor Fowlkes was administrative co-ordinator. There were more than 20 researchers who worked with some 100 adults and children to study legibility, penmanship systems, pen pressure, etc. The research was supported by the University of Wisconsin; the U. S.

(Continued on page 87)

NEWS

(Continued from page 86)

Dept. of Health, Education, and Welfare; and the Parker Pen Company.

The Handwriting Foundation's annual award was presented to Professor Herrick. The award consisted of a framed scroll and a rare book entitled the *Beauties of Penmanship*, published in London in 1797.

The Handwriting Foundation, a non-profit organization, with offices in Washington, D. C., was founded in 1955. Its president, Albert G. Frost, reported that there is now a greater interest in handwriting than at any time during the past 20 years.

A Catholic County

Wisconsin has a new county, which a recent NC news item reports as 90 per cent Catholic and practically 100 per cent "early American." There was no question concerning a name for the new subdivision of the state; it is called Menominee County because it consists of the former Menominee Indian Reservation. Following a recent "settlement" with the federal government, the Menominee Indians have ceased to be wards of the U. S. and they are now citizens of the State of Wisconsin. The Indians are nearly all Catholic, most of the few non-Catholics being Whites who have married Indians.

Menominee County, in the Diocese of Green Bay, has a population slightly less than 3500; it has an area of 234,000 acres, all but 14,000 acres of which are forest land. There are two parishes, one at Neopit and the other at Keshena, administered by the Franciscan Fathers from St. Louis, Mo. The Franciscan Sisters from Manitowoc, Wis., teach 260 children at Neopit and the Sisters of St. Joseph of Carondelet are in charge of the parish school at Keshena.

Gain for Parochial Schools

An official of the department of public instruction in Pennsylvania has estimated an increase in enrollment in parochial grade schools in the state of 20,300 this year, compared to a decrease of 18,000 for public schools.

Cost of Public and Catholic Education

Catholic educators frequently have presented comparisons of the cost of educating a child in the Catholic school and in the public school. The public school cost has always been far higher. Dr. John J. Kane of the University of Notre Dame, speaking at the 45th National Convention of the National Newman Club Federation put the matter in a way that should shock the opponents of private education into recognition of the truth of these statements when he said that, if rising tax rate needed to support public education causes private schools to close their doors, "their student population will turn to public education and the tax rate will be accelerated like a rocket ship."

Apostolic Lay Teachers

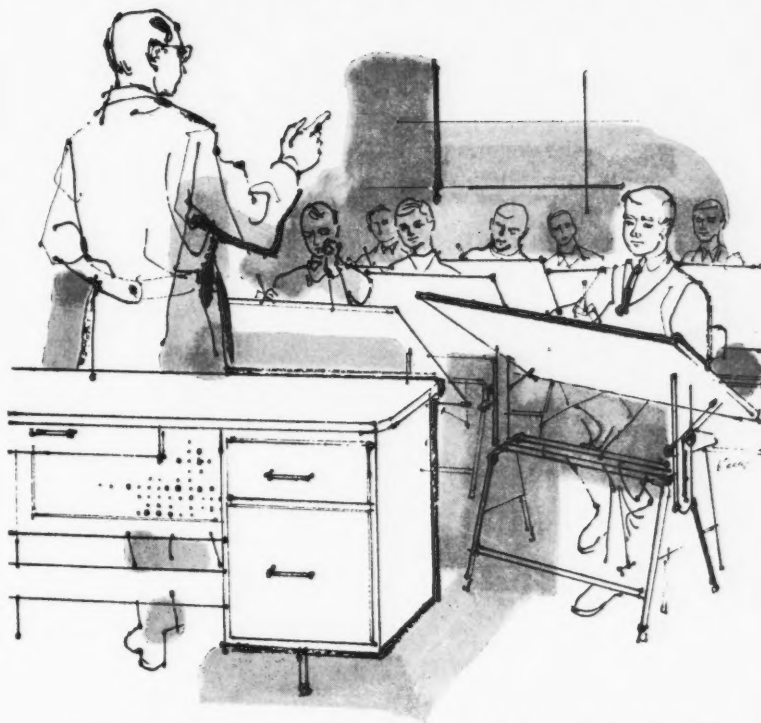
A small parish school in New Mexico is now in operation because five teachers of the Lay Apostolate Teachers' Group directed by Sister M. John of Regis College, Weston, Mass., volunteered their services. Since 1950, 15 other colleges have joined Regis in this project. The teachers are college graduates who volunteer to teach for one year without salary at mission schools here and abroad.

Languages in Elementary Schools

More than 500 Catholic elementary schools in the U. S. are teaching French, Latin, Span-

(Continued on page 88)

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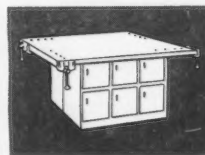
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NEWS

(Continued from page 87)

ish, Polish, or German, with French predominating, according to an article by Douglas J. Roche in the September issue of the *Sign*.

Practical Work for Youth

On September 13, Cardinal McIntyre blessed a new manual arts building at Our Lady of Guadalupe Youth Center at Canoga Park, Calif. This new wing of the Center houses workshop, gymnasium, and craft facilities operated by the CYO. The project includes a swimming pool among its activities.

Vocations Recorded

Two hundred thirty-three June graduates

of the high schools in the Archdiocese of Los Angeles are entering religious life. That is nearly 5 per cent of the graduates. This report of a survey by *The Tidings* did not include those entering religion from college, from public schools, or from the ranks of young workers. *The Tidings* calls the achievement a reward for the sacrifices made by Catholics for the Youth Education Fund which, in the past 10 years has built 140 schools.

Cultural Arts Classes

St. Xavier College, conducted by the Sisters of Mercy in Chicago, is offering, for the fourth year, its Saturday morning classes in "Cultural Arts for Children." Courses include speech, drama, visual arts, French, Spanish, dancing, music, typing, sewing, and cooking. There are special classes in corrective speech, remedial

reading, and arithmetic. Thus the program is both helping retarded children and offering extended opportunities to the gifted.

Homogeneous Grouping

Speaking at the recent San Francisco archdiocesan teachers' institute, Msgr. John B. McDowell, diocesan superintendent of schools at Pittsburgh, Pa., explained how pupils in his schools are grouped in three divisions for each grade. He said that 40 per cent of this year's first graders will be promoted to second grade next March to be on their way to complete their elementary education in six years. Each ability group in each grade has its own teacher. Children are graded four times a year and shifted up or down as their ability indicates. In June, parents are given manuals to help them direct what educational work the children should do in the summer. Many of the students are studying French via TV lessons, and there is a TV course in Russian for eighth graders and high school students. The diocesan schools enjoy free time, along with the public schools, over the community sponsored station.

A Suggestion to Parents

Archbishop William O. Brady of St. Paul, Minn., in his column in the *Catholic Bulletin*, suggested to parents that they form "an association and have some bylaws" which might read as follows:

"To maintain the obedience, respect, and love of our children we all agree: 1) to have family prayers each night at which all the family must be present, 2) to . . . limit the use of TV and to plan joint family amusements, 3) to insist that . . . school children be home at 10 p.m., and 4) to allow no steady company keeping before the age of 18."

Chicago School Fire Fund Placed in Bank Trust

The remaining \$278,326 in the Our Lady of the Angels School Fire Fund has been placed in a trust to be administered by the First National Bank of Chicago without compensation. The money will be used to pay for the costs of doctors, hospitals, nursing, and prosthetic devices for those not fully recovered from the fire.

The total amount collected amounted to \$528,717 and included nickels and dimes of school children. The total disbursements amounted to \$257,858. The investments earned interest of \$3,342, and there is an additional \$4,000 in unmatured interest.

If the fund is not exhausted, it will go to the Chicago Community Trust to be used for the care, education, and other benefits for crippled, injured, and sick children.

EDUCATIONAL MEETINGS

Home Economists Meet


Region 9 of the National Catholic Council on Home Economics met, on October 10, at Good Samaritan Hospital, Cincinnati, Ohio. The general theme of the meeting was "Strengthening the Christian Home through Home Economics Education."

At the opening meeting, Sister M. Pierre, of Mundelein College, a founder of NCCHE, discussed "Promoting Patterns for Christian Family Living." Other topics treated by speakers or in panel discussions were: the home economics curriculum, liturgy in the home, works of mercy in home living, the Christian apostolate, role of the educator in Christian family life, Christian family reading.


CCD Meeting

Several hundred members of the Confraternity of Christian Doctrine from parishes in Louisiana, Arkansas, Mississippi, Alabama, and Northwest Florida (New Orleans Province)

(Concluded on page 91)




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NEWS

(Concluded from page 88)

met at Birmingham, Ala., October 6-8 under the patronage of Archbishop Thomas J. Toolen, Bishop of Mobile-Birmingham. The theme of the meeting was "Participation of the Laity in the Apostolate of Teaching." The program announced sessions in charge of experimental CCD workers for:

Executive Board Members—A study of the organization and function of the parish CCD board.

Discussion Club Leaders—A look at techniques and experiences of procedure in operating discussion clubs in the parish.

Fishers of Men—How to enroll pupils in religion classes and enlist adults in discussion clubs plus making follow-up visits.

Teachers—How to teach religion to Catholic children attending public schools.

Parent Educators—A study of aids for creating a religious atmosphere in the home and how to teach religion to children in the home from birth to high school age.

Milwaukee Institute

The annual Catholic teachers' institute of the Archdiocese of Milwaukee opened on September 24 with a solemn pontifical high Mass celebrated by Most Rev. William E. Cousins, Archbishop of Milwaukee, who also preached the sermon. Catholic teachers, the Archbishop said, must provide the best possible education, plus the grace and effectiveness that can come only from God through their spiritual motivation. The effects of a Catholic education are felt in a child's conduct at home and influence parents, the parish, and the community. The child comes to school "for the molding of his character and for the building up of a picture of God in his life."

"If you realize how completely your work is the work of Christ, you will understand that Christ is your eternal partner Who will never let you down . . . you will not be tried beyond your strength."

At the sessions of the institute, Rev. John D. Allemang, chaplain at the Wisconsin School for Boys, spoke on "The Teacher and the Prevention of Delinquency." "Teachers today," he said, "have become a most important cog in preventing mental illness and juvenile delinquency. . . . It will never be known how many teachers have spelled the difference between success and failure, emotional maturity and emotional illness, social adjustment and juvenile delinquency in the lives of their pupils."

Rev. Walter Dean, archdiocesan director of the Society for the Propagation of the Faith, said that teachers must love and work for the missions, and integrate mission ideas into such courses as history, geography, and social science.

Rev. Frank E. Gartland, C.S.C., editor of *The Catholic Boy*, discussed "Making Religion Class Come Alive." Among modern methods of teaching religion, he listed: "the use of concrete cases, of stories, to illustrate the principles and points of doctrine; . . . exercises in writing especially for sixth to ninth graders; and the education of grade school children for the apostolate."

Rev. Raymond Parr, archdiocesan director of the Legion of Decency, explained "The Film Program." "Special courses of study for classroom use," he said, "have been prepared by the Legion of Decency to help teachers instruct their classes about movies . . . to be critical of movies, and also to be appreciative of movies as an art form."

Dr. Urban H. Fleege, chairman of the department of education at DePaul University, discussed "Education in Russia" and Rev. Placid Jordan, O.S.B., gave some answers to the questions, "Is God Alive in Russia?"

Dr. Fleege noted the seriousness of the students, the quality of the teachers, and the accomplishments of the Soviet schools, in which students attend classes six days a week for ten months of the year. Outside of school, he said, young people are given intensive scholastic and communist training at "youth palaces." Dr. Fleege, who recently visited Moscow, said that, in view of the youths' enthusiasm for communism, he can see no movement toward religion in Russia "for at least a generation."

Father Placid, formerly the well known journalist, Max Jordan, who was chief of NBC operations in Europe and who arranged the first radio broadcast out of Soviet Russia, pointed out emphatically that "religion is not dead in Russia." He said that there are 12,000 Russian Orthodox churches, more than 2000 students for the Orthodox priesthood, and

35,000 Orthodox priests. A man in Moscow, he said, sold 20,000 pictures of "Carl Marx dressed as St. Joseph" before he was arrested for the subterfuge to spread devotion to St. Joseph. The position of the government, Father Placid said, has not changed. It's still atheistic. But the government has come to tolerate religion after finding it could not be subdued by persecution.

Inter-Faith University Established

St. Jerome's College, Roman Catholic, and Waterloo Lutheran University have been incorporated at Kitchener, Ont., Can., to form the University of Waterloo. The Catholic college and the Lutheran university will become colleges within the new University of Waterloo. Each will have degree-granting powers within the university.

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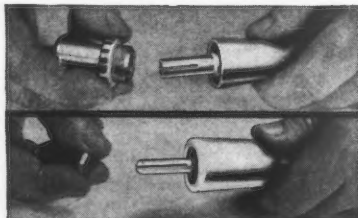
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New Books

(Continued from page 16)

NEW MUSIC BOOKS

Reviewed by Sister M. Laudesia, O.S.F., of the school of music at Alverno College, Milwaukee 15, Wis.

Music for Young Americans

ABC Music Series. 4 books, Kindergarten to Grade 3. By Berg, Burns, Hooley, Pace, and Wolverton. *Kindergarten*, 154 pp., \$4.96; *Book One*, 206 pp., \$5.08; *Book Two*, 192 pp., \$2.32; *Book Three*, 207 pp., \$2.40. American Book Co., New York 3, N. Y., 1959.

The ABC books contain a rich and varied collection of songs of highest musical quality and song texts. These primary books are the first in a new series of basic song books published by the American Book Company. *Music for Young Americans* provides a six-point plan featuring: Singing, Rhythms, Music Reading, Instrumental, Listening, Creative Activities.

The *Kindergarten* book and *Book One* furnish the child with a wide variety of musical experiences consisting not only of singing and games but also of rhythm instrument experience, free movement, improvisation, creating verses and even tunes. It is an "Arts" program not a play program.

Book Two and *Book Three* feature a carefully planned reading readiness program around the use of the keyboard. Tone placements are marked on a small keyboard diagram above selected songs to aid the teacher and students in enriching their songs through the use of the piano. Similar diagrams are used in *Book Three* to introduce the tonic chord, and short scale patterns, which are the foundation for the reading program. Melody readiness is developed through the use of line graphs printed above the songs to stress tonal direction.

Teacher Guides and Accompaniments are available. Autoharp harmonizations plus units on strings, woodwinds, brasses, and percussion instruments are included. One third of each book is recorded and produced by Audio Education, Inc., and distributed by the American Book Company.

The illustrations certainly are rich in childhood appeal, as well as in evidence of high artistic quality. It is the opinion of the reviewer that the illustrations, because of the mellowness in tone, add to the total artistry of the entire series without unduly attracting to themselves.

Specialized Activities in Music Education

Ed. by Richard H. Werder. Paper, 154 pp., \$2.50. The Catholic University of America Press, Washington 17, D. C., 1956.

This publication contains the proceedings of the Workshop on Specialized Activities in Music Education, conducted at the Catholic University of America, June, 1956. It is the fourth of a series of published proceedings. This communication or lecture series is directed to all organists and music educators, to help them realize their potentialities as leaders in their field of Catholic education. The faculty of the workshop show their competency in attacking the everyday problems of Church music, liturgical functions on the elementary and secondary level, choral techniques, and the art of conducting (which

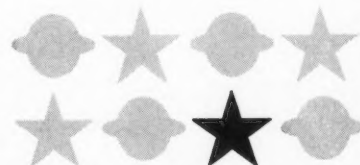
(Continued on page 94)



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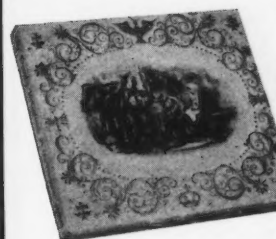
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NEW BOOKS

(Continued from page 92)

even the veteran conductor may find valuable in checking his own *modus operandi*). Likewise are included summaries of seminar proceedings on methods and materials for the teaching of piano, violin, and voice, also for the development of the band and orchestra program.

Other books from the press of the Music Education Workshop Proceedings published by the Catholic University of America Press, Inc., are: *Music Activities in the Elementary School* (1957); *Music Skills* (1958); *Music Teaching Techniques* (1959). Needless to say that the complete series should be on the shelves of our libraries to be used as an anthology of

ideas, procedures, and devices which have been successfully employed.

Music 4—How to Sing and Pray

Teacher's Guide by Justine Ward; Lesson Plans by Sister Rose Vincent. Cloth, 151 pp., \$4.50. The Catholic Education Press, Washington 17, D. C., 1958.

MUSIC 4—How to Sing and Pray is a fourth-grade course of study to be used in Catholic schools. This particular guide is a detailed explanation of procedures and lesson plans for the teacher. The guide is logically written so that even a novice in the field would be able to read and follow the sequence of theory, and songs to be taught. The question might arise: Do we as teachers make our daily plans to meet the immediate need of the children in the classroom or do we follow a stereotyped lesson plan?

We Sing and Blend

By Sister Cecilia, S.C.; Sister John Joseph, C.S.J.; Sister Rose Margaret, C.S.J. Cloth, 178 pp., \$2.28. Ginn & Co., Boston 17, Mass., 1958.

The major feature of this fifth grade music book is its fine integration of sacred and secular songs grouped under the various seasons of the liturgical year. Through this integration, the child is more readily enabled by all phases of musical experience to recognize the church-home-school relationship.

A well chosen variety of songs for holiday and for seasonal celebrations will appeal to both boys and girls of the fifth grade. Part singing is emphasized through the singing of folk songs. To add special interest for the student, autoharp accompaniments are provided. Fortunately, the co-authors believe in preserving the Gregorian notation to give the child a greater appreciation of the heritage of the Church. A Teacher's Manual, a simple piano accompaniment, and excellent record albums are available.

The outcomes of using this series are a more rapid vocal development, a more conscious development of ear training, and increased experience in creative self-expression. The book's one weakness lies in the fact that the illustrations do not match the high aesthetic quality of the music; they are pleasant, but uninspired.

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The Meaning of Christmas

By A. M. Avril, O.P. Tr. by S. O. Palleske. Cloth, VIII and 153 pp., \$2.75. Fides Publishers, Notre Dame, Ind., 1957.

This is a series of sermons for the Sundays of Advent given originally over the air in France. They will be useful Advent reading to acquaint us with the meaning and the spirit of the time of waiting and will supply many thoughts for development by our busy spiritual leaders.

Printing and Allied Graphic Arts

By C. W. Hague. Cloth, XII and 244 pp., \$3.95, illus. The Bruce Publishing Co., Milwaukee 1, Wis., 1957.

A revised edition for high school students. Part One, Elementary Letterpress Printing; Part Two, Advanced Letterpress Printing; Part Three, Other Graphic Arts Processes; Part Four, Bindery Procedures; Part Five, Related and Technical Information. Includes a brief history of printing, descriptions of type and printing tools and accessories, various kinds of presses, various kinds of printing, layout of plates, color processes, kinds and manufacture of paper, making of cuts, glossary of terms, etc.

Why I Am a Catholic

By Paul van K. Thomson. Cloth, 204 pp., \$2.75. Thomas Nelson & Sons, New York 17, N. Y., 1959.

This is a personal accounting of a conversion to the Catholic Church by a man who was born a Protestant, and spent nine years of his life as a Protestant Episcopal minister. The author goes further, however, as he says: "It has been my intention throughout to make a constructive contribution... which is itself an effort to increase general religious knowledge and understanding."

Faith is a gift of God, and this gift is not given twice in the same manner. That is why each "convert" book has something to offer. In particular, the discussion of the nature, history, and doctrine of Catholicism should appeal to Catholics and non-Catholics.

(Continued on page 96)

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NEW BOOKS

(Continued from page 94)

Our Lady in Education

Ed. by Brother Louis J. Faerber, S.M. Cloth, VIII and 208 pp. The Marian Library, University of Dayton, Dayton 9, Ohio, 1958.

Here are "The proceedings of the Workshop of Our Lady in Education, conducted at the University of Dayton . . . from June 11 to June 18, 1958, in commemoration of the 100th anniversary of the Lourdes Apparitions." The addresses and reports were given by 13 Marianists (priests and Brothers), two Sisters, and one layman.

Topics covered include such as Our Lady's Role in Christian Education, Our Lady of the Schools, and Our Lady and the Curriculum. The talks are, in general, more or less philosophical. One of them, "Marian Apostolic Organizations in the Schools," by Rev. Philip C. Hoelle, S.M., is an excellent brief history of the Sodality (Jesuit and Marianist) and the Legion of Mary.

Towards a New World

By R. Lombardi. S.J. Cloth. XVI and 276 pp., \$6. Philosophical Library, Inc., New York 16, N. Y., 1958.

Translated and condensed from the Italian. This book is a plan, formulated by a zealous priest, which takes the problems of today and solves them with action. His constant argument is: it is not death which conquered Life, but Life which is to conquer Death; Jesus Christ saved us and only Jesus knows how to reawaken feelings of individual and national dignity in men's hearts. Father Lombardi founded the Movement for a Better World: to make the world a better place in which to live, to win it back for Christ.

This is not a book of mere theory. The answers it gives have worked in practice. This is the first English edition. Unfortunately, the price is rather high; possibly a paper edition will help to put this worthwhile book in the hands of people who, too, desire to work "Towards a Better World."—William P. Straub.

A Key to the Apocalypse

By James Culleton. Cloth. X and 31 pp., \$1.50. Academy Library Guild, P.O. Box 549, Fresno, Calif., 1959.

The last book of the Bible, the Apocalypse, has been the subject of much discussion. It has been a stumbling block to exegetes, scholars, and mystics, as well as to laymen.

The author concentrates on the text, rather than on the legends and multitudinous discussions that have been offered as explanations. He maintains the Apocalypse is a vision of God written by divine command. "It is well to note that St. John used the singular, 'The book of this prophesy,' and not 'this book of prophesies.' This points out that to the Apostle all sections fit together into one complete and comprehensive whole. Nothing is isolated, all is cause and effect in one master plan known only to God and revealed to men only in so far as God chose to reveal it."

A great deal is contained in this little volume. The student as well as the layman will benefit from this presentation of the Apocalypse.—William P. Straub.

Sears List of Subject Headings

By Bertha M. Frick. Cloth, 610 pp., \$5. H. W. Wilson Co., New York 52, N. Y., 1959.

This eighth edition of a standard tool for librarians has added such headings as: outer space, artificial satellites, automation, little league baseball, and brainwashing, among the 300 new subjects.

(Continued on page 97)



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NEW BOOKS

(Continued from page 96)

As Stars for All Eternity

By Brothers of the Christian Schools. A revised and abridged edition by Brother Francis Patrick. Cloth, xiv and 255 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1959.

These 52 practical meditations for teachers, which have been out of print for some time, consider all the spiritual and academic phases of Christian education. They are based upon principles developed from Holy Scripture and outstanding religious and educational guides by St. John Baptist de la Salle, St. John Chrysostom, and Bossuet, and one or more others. Although the original version of the meditations was compiled primarily for Christian Brothers, this revision is intended for all Catholic teachers. It develops principles and practical applications which our busy Sisters will find helpful and readily applicable to their work.

The Following of the Saints

By Rev. Henry S. Bowden, revised by Donald Attwater. Cloth, 602 pp., \$4.95. P. J. Kenedy & Son, New York, N. Y.

This book, first issued in 1870, has been carefully revised by Mr. Attwater, who has eliminated much of the stilted language and the excessive piety typical of the English Revival. The biographical sketches of the saints have been carefully corrected to include late historical findings and to reflect present-day attitudes and tastes in the religious life. Some twelve or thirteen sketches tell the life stories of popular, recently canonized saints who have significance for contemporary life — e.g., the Little Flower, Canisius, Mother Cabrini, John Fisher, Thomas More, Pius X, etc. The subjects and paragraphs for meditation are useful and to the point.

Bulletin of the N.C.E.A.

The Bulletin of the N.C.E.A. for May, 1958 (Vol. LIV, No. 4), throws light on the questions of the actual and desirable status of mathematics and science in Catholic high and elementary schools. The first article "Science and Mathematics in the Catholic Schools: A Pilot Survey," by Rev. John J. Green, O.S.F.S., and Rev. O'Neil C. D'Amour, reports in text discussion, graphic figures, and tables a pilot study of a sampling of Catholic high schools regarding attention being given to these subjects. This rapid preliminary survey indicates that mathematics and science are given satisfactory attention in Catholic high schools. These schools, in general, concentrate on basic, traditional mathematics with some attention to general mathematics and on biology, chemistry, and physics with less attention to general science.

The second article is "Does Formal Science Belong in the Elementary School Curriculum: A Debate," by Sister Maria Clare, R.S.M. (affirmative) and Rev. Richard Stanton (negative).

A Guide to Mental Prayer With Mary in Mind

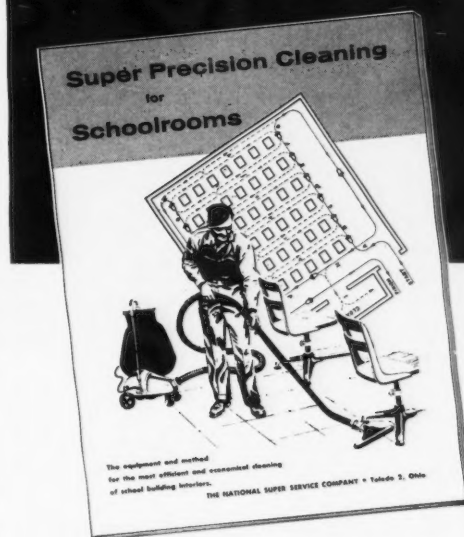
Ed. by Father Howard Rafferty, O.Carm. Paper, 183 pp., \$1.50. The Carmelite Third Order Press, 6415 Woodlawn Ave., Chicago 37, Ill., 1959.

A series of articles by clerical and lay authors with the purpose of simplifying the idea of mental prayer and recollection which can be practiced by anyone in any state of life.

(Continued on page 98)

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NEW BOOKS

(Continued from page 97)

New Applied Science & Technology Index

Ed. by Roberta Purdy. Cloth, 1252 pp. Price on service basis. H. W. Wilson Co., New York 52, N. Y., 1959.

This first annual bound volume lists about 65,000 articles from almost 200 technical periodicals.

To God Through Marriage

By Brother Gerald J. Schnepf, S.M., and Rev. Alfred Schnepf, S.M. Paper, xii and 203 pp., \$1.48. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

This is intended as a textbook for eleventh and twelfth year high school students in the

sociology or religion course. After outlining the meaning and importance of marriage, it discusses the qualities of a good partner (physical, psychological, intellectual, educational, racial, religious, and moral), canonical and legal aspects of marriage, the wedding, children, and family life.

Psychology and the Cross

By Very Rev. Canon G. Emmett Carter. Cloth, xvi and 135 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis., 1959.

No, it is not necessary to be a psychologist or a philosopher or a theologian in order to read this book intelligently. It is addressed largely to teachers, priests, and counselors, but any intelligent adult will find in it something of enlightenment. As hints to what he will find, we quote:

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the following theme: Modern Psychology in spite of its amoral and non-Christian origins is a wonderful instrument for bringing the Christian to an awareness of all that is profoundly human in our revealed religion." (From the Preface, by L. M. Regis, O.P.)

"... it is an attempt to bring together the tremendous, the vital findings of modern psychology with the age-old wisdom of the Church's teaching concerning the relationships between God and man."

The Eskimo: Arctic Hunters and Trappers

By Sonia Bleeker. Illustrated by Patricia Boodell. Cloth, 149 pp., \$2.50. Wm. Morrow & Co., Inc., New York 16, N. Y.

Survival of the Eskimo depends entirely upon his knowledge of dress, food, and shelter. He must never forget his cold, barren land covered with ice and snow. He constantly is alert to danger and pits his knowledge and skills against the elements. But the Eskimo has a lighter side to his nature, too. He plays games, tells his legends, and entertains his friends. This documentary captures spirit and courage and gives the outsider a glimpse into the life of an Eskimo tribe. A Morrow Junior Book.

Sam Houston: Friend of the Indians

By Joseph Olgin. Cloth, 192 pp., \$1.56. Houghton Mifflin Co., Boston 7, Mass.

In language for grades 4 to 6, this biography relates the life of a great man and statesman. Sam Houston was still a young boy when he adopted the word Honor as his motto and pattern for life. He is revered to this day for his adherence to this philosophy, even when it would have been much easier in fame and fortune to forget his boyhood pledge. His honor of country and all fellow men was important not only to justify his motto, but because the end result was the honor of the whole United States of America. The life of Sam Houston varied from Indian tribesman to governor of two states; it was sometimes perilous and sometimes gay. Grade school youngsters will want to read this and other books of the *Piper Books Series* for authentic accounts of great American men and women.

Rhode Island

By Bernadine Bailey. Illustrations by Kurt Weise. Cloth, 24 pp., \$1.25. Albert Whitman and Co., Chicago 6, Ill., 1958.

A picture book with an easily read text concerning the history of Rhode Island. The tiny state was an important "first" in colonial times and still holds that capacity in some industries today. The book is one of a series that includes all states, but Alaska and Hawaii. Useful and helpful information about states is found in this series. Written primarily for elementary grades.

A Kingdom and a Cross

By Helene Magaret. Cloth, VIII and 215 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

A life of St. Alphonsus Liguori, the illustrious founder of the Redemptorist Fathers, a doctor of the Church, and important authority in theology.

Adventures of Men of Maryknoll

By Albert J. Nevins, M.M. Cloth, X and 257 pp., \$3, illus. Dodd, Mead & Co., New York 16, N. Y., 1957.

A collection of stories of the adventures of Maryknoll missionaries in out-of-the-way places throughout the world—some humorous, some gruesome, and many just plain adventure stories that will appeal to old and young.

(Continued on page 100)

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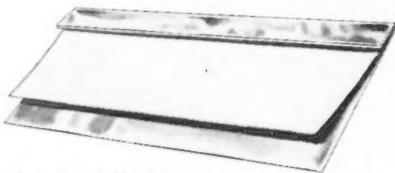
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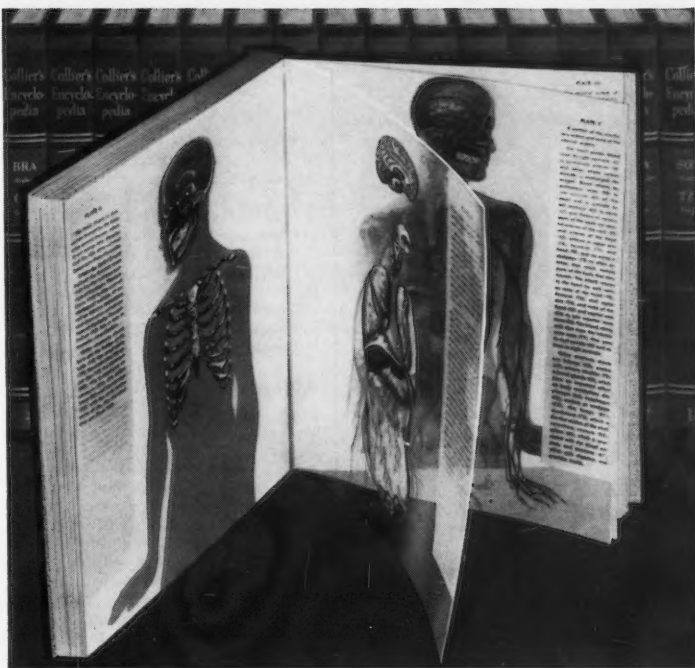
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NEW BOOKS

(Continued from page 98)

The Mass Our Treasure

By Mother Agnes Mary Schmitt (Religious of the Cenacle). Paper, 48 pp., 50 cents. St. Anthony Guild Press, Paterson, N. J.

This is an excellent missal for young children. As the author says, "The majority of prayers used in this manual are not literal translations of the Latin text of the Roman Missal, but have been so adapted as to help the understanding of the boys and girls who will use it." The booklet carries a foreword by Cardinal Cushing who has granted it his imprimatur.

Automotive Essentials

By Ray F. Kuns. Cloth, x and 502 pp., rev. ed., \$6.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1958.

This is the sixth edition of a popular textbook for the beginner and a manual for the automobile owner who wants to know enough about his car to do an occasional repair job. The author is an automotive expert with wide experience in writing, editing, teaching, and administering. He writes in a style which can be understood by anyone acquainted with the vocabulary of the automobile. The book has many clear illustrations; together with questions for review and research.

Moment in Ostia

By Sister M. Thérèse. Cloth, 96 pp., \$3. Hanover House, Garden City, N. Y.

Sister Thérèse needs no introduction to anyone who is familiar with Catholic poetry. This new collection of forty-five poems leaves no doubt that the author deserves a place in the circle of outstanding American poets.

The wide variety of subjects, treated with sensitivity and imagination, include religious experience, the saints, travel, nature, friends, and art.

Anyone who has read the author's earlier works will appreciate the addition of this little volume to his library.—*William P. Straub.*

Gateways to Readable Books

Ed. by Ruth Strang & others. Cloth, 181 pp., \$3. H. W. Wilson Co., New York 52, N. Y.

The third edition of a popular classified, annotated list of books to interest teen-agers who find reading difficult. The list will be useful to teachers. Catholic teachers can select from the description accompanying each listing a book which they may judge suitable.

Television Service

By Walter H. Buchsbaum. Cloth, 389 pp., \$5. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This is the third edition of a widely used book in which the theory and the current practices of black-and-white and colored television are explained. A special section is devoted to good service techniques which the owners of receivers deserve. The book is so simply presented that the student who is not familiar with advanced mathematics can fully benefit from it.

Girls Book of Saints

By Doris Burton. Cloth, 149 pp., \$2.75. B. Herder Book Co., St. Louis 2, Mo.

Girls in the teens—and their discerning brothers—will enjoy these biographical sketches of ten great women saints. All of them from St. Clare to St. Therese of Lisieux are well known, except perhaps Blessed Anna Maria Taigi (1769-1837). Their stories are told in a fresh, straightforward style with here and there a British turn of phrase which young Americans won't dig without some slight attention.

Leadership Training and Parliamentary Procedure for FFA

By Jarrell D. Gray and J. R. Jackson. Paper, 120 pp. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This handbook for members of the Future Farmers of America outlines the basic elements of organization, leadership, and provides a simple series of lessons in parliamentary procedure.

Better Baseball for Boys

By David C. Cooke. Cloth, 64 pp., \$2.50. Dodd, Mead & Co., New York 16, N. Y.

This is an ideal book for boys who wish to improve their ability to field, bat, pitch—in a word to play good ball. The author had the help of numerous coaches and young players in developing an excellent text and superb photographic illustrations.

The New Japan

Ed. by Elizabeth and Victor A. Velen. Cloth, 203 pp., \$2. The H. W. Wilson Co., New York 52, N. Y. Current magazine material for use as background material in the study of the international situation.

It Happened Here

By Virgil T. Blossom. Cloth, 209 pp., \$2.95. Harper & Brothers, New York, 16, N. Y.

This book tells the story of the attempt by the superintendent of schools and the board of education to introduce in 1957 and 1958 a plan of gradual racial integration in public high schools of Little Rock, Ark. Bigotry, politics, and mob action by a small minority of the citizens led to the failure of the plan and the closing of the high schools. The story is in many respects a disgraceful one and, while the author insists that the law of the land must be enforced, the end of the struggle is not in sight in Little Rock as well as in many parts of the South.

Discoverer of the North Pole

By Marie Peary Stafford. Cloth, 220 pp., \$3. William Morrow & Co., Inc., New York 16, N. Y.

This biography of Robert E. Peary, written by his daughter, is a carefully factual account of the accomplishments of one of America's greatest explorers. The book is especially useful for pupils of high school age.

(Continued on page 102)

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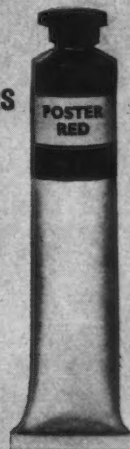
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NEW BOOKS

(Continued from page 100)

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Paper, 414 pp., \$2. Herder & Herder, Inc., New York 36, N. Y.

This is a welcome paperback reprint of the Herder catechism which was prepared by a group of priests representing the German hierarchy. The present edition brings the book within purchasing range of most users of an adult catechism.

Though Your Sins Are Scarlet

By Mary Beattie. Paper, 102 pp., \$1. Published by The Marian Fathers, Eden Hill, Stockbridge, Mass.

This little book discusses in detail the nature of God's mercy toward men and suggests means for utilizing it through the use of the sacraments and prayer.

Blithe Genius: Story of Rossini

By Gladys Malvern. Cloth, 202 pp., \$2.95. Longmans, Green & Co., Inc., New York 18, N. Y.

This is the life story of Rossini written in a happy informational and even romantic style suited to teen-agers.

Your Heart and How It Works

By Herbert S. Zim. Cloth, 63 pp., \$2.50. William Morrow & Co., Inc., New York 16, N. Y.

This reassuring book, adapted to children of elementary school age, describes the action of the heart and of the circulatory system. It is written in a form and a spirit which will help children care for their hearts and not suffer from unusual worry concerning possible heart trouble.

The Emperor and the Nightingale

By Hans Christian Anderson. Cloth, 32 pp., \$2.95. Pantheon Books, New York 14, N. Y.

A very modern artist, charmed by the story of the little gray bird whose place was taken in the Emperor's affection by a glittering mechanical bird, has prepared superb drawings which reflect the lyric beauty of the story. Even adults will enjoy the unique format and the illustrations.

America's Mark Twain

By Jeannette Eaton. Cloth, 251 pp., \$3. William Morrow & Co., Inc., New York 16, N. Y.

This spirited biography, addressed to teen-agers and young adults, emphasizes Mark Twain's literary genius and his less known deep seriousness.

The Canterbury Puzzles

By H. E. Dudeney. Paper, 255 pp., \$1.25. Dover Publications, Inc., New York 14, N. Y.

A delightful English collection of puzzles and curious problems, mostly mathematical.

Alaska

By Bernardine Bailey. Cloth, 28 pp., \$1.25. Albert Whitman & Co., Chicago 6, Ill.

This latest addition to the "Know Your United States" series tells the history of the 49th state—"the great land." Brief, accurate, fully illustrated, the story, especially of the present natural resources and industry, is timely and useful.

Why We Believe

By Dom Mark Pontifex. Translated by Msgr. Leon Christiani. Cloth, 124 pp., \$2.95. Hawthorn Press, New York 11, N. Y.

This book explains the basic reasons for apologetics and presents the doctrines which have been in question in the demonstration of the divine nature of Christianity. Woven into the argument is a history of the earliest rebuttals of attacks on Christianity, the medieval conflicts, and the modern, positive aspects of the Church's position on doctrines and moral principles. Father Pontifex calls for a living faith, a love for Christ as the basis of true apologetics.

Our American Economy

By Lindholm & Driscoll. Cloth, 511 pp., illus. Harcourt, Brace & Co., New York 17, N. Y., 1959.

A new textbook for the high school explaining our American economic system of earning, spending, saving, investing, profits, banking, labor and capital, etc. Provided with study helps and teaching aids.

(Concluded on page 103)

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America**

Washington 17, D. C.

NEW BOOKS

(Concluded from page 102)

Morality and Modern War

By John Courtney Murray, S.J. Paper, 23 pp. Published by The Church Peace Union, 170 E. 64th St., New York 21, N. Y., 1959.

"A paper delivered last autumn at the annual meeting in Washington, D. C., of the Catholic Association for International Peace [in which the authors] attempted to define a middle way between . . . extremes of pacifism and militarism, a way that would serve the ends of both justice and peace."

The Virtues on Parade

By Father John F. Murphy. Cloth, 154 pp., \$2.25. The Bruce Publishing Co., Milwaukee 1, Wis.

Father Murphy's discussion of the virtues is a useful book for everyone—priest, religious, father, mother, children (especially students). The chapters are short and easy to read. You may open it at any place at any time and find a thought to help you to love God and neighbor or yourself (in the way you should).

New Image Books

The following paper-backed pocketbooks are available from Doubleday & Co., Inc., New York 22, N. Y.

G. K. Chesterton Orthodoxy

By Gilbert Keith Chesterton. 158 pp., 75 cents. "The enduring masterpiece of the most brilliant and scintillating literary figure of twentieth century Catholicism."

This Is Catholicism

By John Walsh, S.J. 396 pp., \$1.25. "A comprehensive and lucid explanation of the Catholic Faith in question and answer form." Bears an imprimatur.

Vessel of Clay

By Leo Trese. 115 pp., 65 cents. A day in the life of a priest, sometimes witty, sometimes philosophical, but good reading. Bears an imprimatur.

Medieval Essays

By Christopher Dawson. 240 pp., 95 cents. A study of Christian culture founded upon an earlier book by the author, *Medieval Religion*.

This Is the Mass

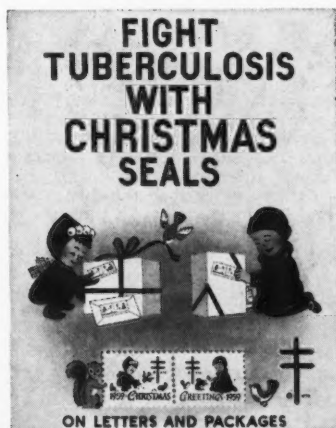
By Henri Daniel-Rops. 183 pp., 95 cents. Complete and unabridged with photographs by Yousuf Karsh. Bishop Fulton J. Sheen is the celebrant of the Mass and also wrote the introduction. Bears an imprimatur.

The Long Loneliness

By Dorothy Day. 297 pp., 85 cents. An autobiography of the author and her conversion to the Faith.

The Pillar of Fire

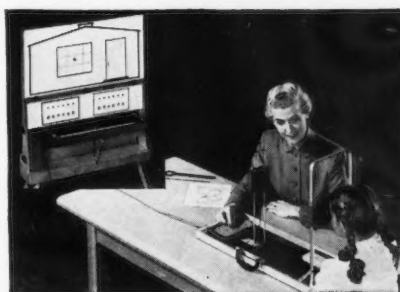
By Karl Stern. 277 pp., 85 cents. "A modern psychiatrist's personal story of his life and spiritual voyage to Catholicism."



A few seconds can save years of frustration

AO H-R-R Color Vision Test—More comprehensive than any other single test available. A simple, reliable, yet inexpensive method for detecting, classifying and estimating the degree of Red-Green and/or Blue-Yellow color vision deficiencies. The AO H-R-R Color

Vision Test is approved by the Inter-Society Color Council. For most people testing requires but a few seconds . . . but can save years of frustration when conducted early enough to guide vocational endeavor.



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AO Projection Magnifier—low-cost reading aid offers a new world of learning to children with impaired vision. Now, many can attend regular classes with their more fortunate classmates. The AO Projection Magnifier is portable . . . just plug in and switch on. Place reading material—standard text books, magazines or newspapers on free-moving platform and read direct from 4½" x 12" illuminated screen. Two models available—one enlarges 3 times; the other, 5 times.



American Optical COMPANY

INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

Dept. W256 Please send full information on:

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- ☐ AO School Vision Screening Test
- ☐ AO H-R-R Color Vision Test

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City _____ Zone _____ State _____

New Supplies

TWO NEW FOLDING CHAIRS

Howe Folding Furniture, Inc., New York 16, N. Y., has added a line of tubular steel folding chairs to match its multipurpose folding tables. The Howe 99 is an all-steel folding chair with die-formed seat. The Howe 98 has a replaceable upholstered seat covered with 14-gauge

backed vinyl. Both chairs have extra-wide contoured backs for comfortable seating. A baked-on enamel finish in beige or gray is rustproof and chip-resistant. The chair feet are rubber-tipped to prevent slipping. Chairs fold easily and store compactly.

(For Further Details Circle Index Code 0231)

THE FINEST PROTECTION

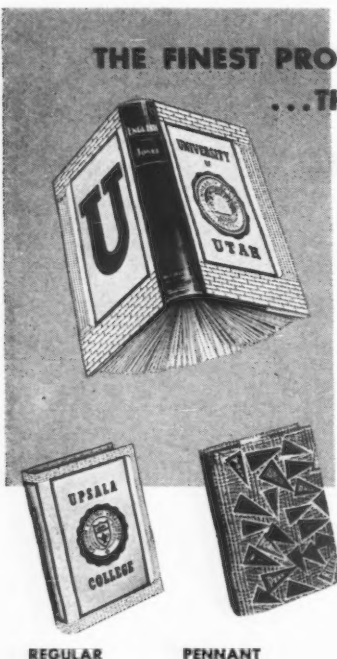
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Also available in REGULAR Type (without transparent spine) and Title-View Pennant—a standard pattern of colorful college pennants with no custom printing.

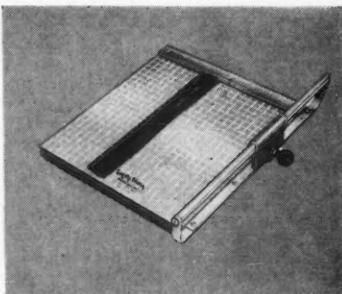


NEW... SAFETY-SHEAR™ PAPER CUTTER

Safe . . . even for kindergarten children

Eliminate the danger of arm-type cutters. The SAFETY-SHEAR is so safe and easy-to-use that even the smallest child can operate it in complete safety.

One sweep of the shuttle-type handle gives accurate, clean cut. Not a razor blade cutter . . . rotating, self-sharpening, shear-action blade is guarded for user's protection. Optional MAGNETIC PAPER GUIDE assures parallel cut—may be moved to any width or angle.



THE UTMOST IN SAFETY and ACCURACY

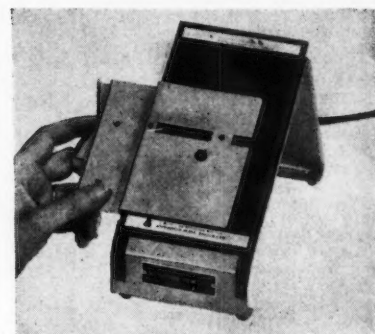
WRITE FOR INFORMATION AND PRICES

Bro-Dart INDUSTRIES

Newark 5, N. J. Los Angeles 25, Calif.
In Canada: Bro-Dart Industries (Canada) Limited, Toronto 6, Canada

MANUALLY OPERATED TACHISTOSCOPE

The Keystone Tachette, just released by the Keystone View Co., Meadville, Pa., is a near-point, hand-operated Tachistoscope. It utilizes



Set to Speed Desired

the same Tachistoslides® used in the standard Keystone Tachistoscopic Services: shorthand, typewriting, reading, number and fraction combinations, and foreign languages. The Tachette may be used by individuals who wish to train themselves. Speed of flashing can be changed at will from very slow flashes to flashes of more than 1/1000 of a second. Send for more details.

(For Further Details Circle Index Code 0232)

TWO NEW TAPE RECORDERS

Two models of a new four-track monaural type recorder are offered by Tandberg of America Inc., Pelham, N. Y. Model 4, man-



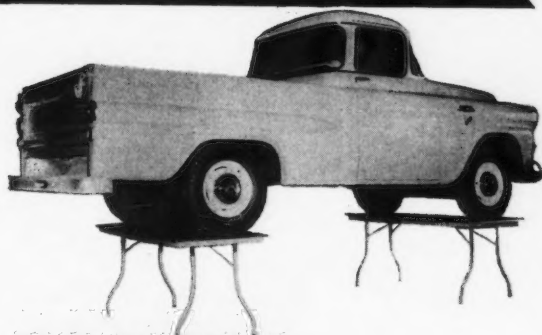
Monaural Recorder

ually operated, and Model 4F, remote control operated, will record, play, or erase on four completely independent tracks on a 1/4-in. tape. A special erase switch permits erasing one track without affecting the other three. Each of the recorders has three speeds: 1 1/2, 3 3/4, and 7 1/2, with a frequency response at the highest speed of 30 to 16,000 cycles, twoB. Both models include a luggage case and microphone; Model 4F also is equipped with a foot pedal.

(For Further Details Circle Index Code 0233)

(Continued on page 106)

CORRESPONDING CODE INDEX NUMBERS TO
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PROVEN STRENGTH!

Actual photograph above hints at the rugged, long-haul strength of Metwood tables. This tri-balance strength performs in some of America's finest institutions. Send for literature today, without obligation. Find out why professional buyers who check and test—choose Metwood!

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MELFLEX Compounded Rubber Step Treads are made for heavy duty traffic on any type of step. They end the slippery dangers of worn metal, concrete, tile or wood steps. Rubber's resilience gives safety longer because it outwears hard, non-resilient surfaces. It assures a tread that never wears slick. It gives quiet cushion permanently, low maintenance, economy.



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All in matching colors or black, you can have resilient, wear-resisting rubber for complete installations of safety coverings for aisles, corridors, run-ways, step wells and steps. Such installations reduce noise—give longer trouble-free service.

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For all-'round deodorizing . . .



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Fragrant, laborless
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Deodoroma ROUNDS cost in use averages only a fraction of one cent a day. Rounds are formed under 70,000 pounds pressure: are dense and durable. Fragrance is locked in: lasts until the last particle has vaporized—there's no harsh "moth cake odor." Packed eight to the telescoping box—each Round sealed airtight—easy-to-shape Holzit wire holder in every box. For literature write to The C. B. Dolge Company, Westport, Conn.

For free sanitary survey
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your Dolge service man

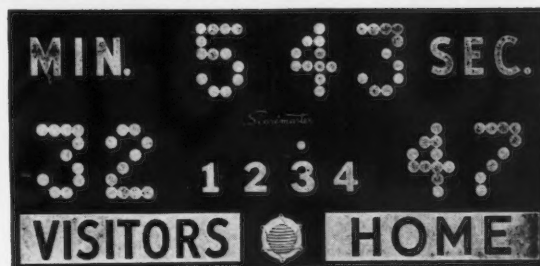
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Paste Pen—\$1.00
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The J.E. Burke Company
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NEW BRUNSWICK, NEW JERSEY

New Supplies

(Continued from page 104)

NINE NEW VACUUM MODELS

A new line of nine vacuum cleaners has been introduced by Multi-Clean Products, Inc., St. Paul 16, Minn. The Imperial 5 series has a $\frac{1}{2}$ h.p. motor, Imperial 10 with a 1 h.p. motor, and Imperial 15 with a $1\frac{1}{2}$ h.p. motor. Each is available with 7-, 12-, and 17-gallon trucks and is adapted for wet or dry pickup. The machines feature a quick drying, synthetic



Adapts for Wet or Dry Pickup

filter that provides more than 1400 sq. in. of filter area. The exclusive filter is pleated, washable, and mildew proof. Imperials 10 and 15 feature a built-in cooling system that protects the motor from dust. Low-speed motors and patented motor brushes and armatures give the machines a longer life and need fewer repairs and replacements. There is a choice of heavy gauge stainless steel finish or baked enamel finish on steel tank. Equipment includes a 10-ft. plastic hose and a 30-ft. detachable cable which is interchangeable with other Multi-Clean machines.

(For Further Details Circle Index Code 0234)

DEVICE FOR RULING CHALKBOARDS

Chalkboard drawings, ruled forms, graphs, music staves, geometrical shapes are more easily drawn by using the L & L T-Rule. Designed



T-Rule and 8 Feet of Track

by a bookkeeping teacher, the device can be permanently mounted on any chalkboard in seven minutes. It resembles a T-square mounted in a track that moves across the chalkboard surface and is adjustable to any angle. Manufactured by L & L T-Rule Sales, Inc., Minneapolis 16, Minn., it comes complete with 8 ft. of track and is priced under \$25. This time-saving device is particularly useful in school shop, music, and geometry classes.

(For Further Details Circle Index Code 0235)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



FOLK DANCE RECORDS

Music arranged in desired length for grade level with a definite easy-to-follow beat. Instruction for dances printed on record sleeve. 10" 78 rpm records on break-resistant plastic. Regular price \$1.59 each.

NOVEMBER SPECIAL--4 for \$5.00

- #706 (Swing Me 'Round—German Clap Dance—Take Your Partner Walking—Yankee Doodle)
- #709 (Indian War Dance—Paw Paw Patch—Hansel and Gretel)
- #727 (Jolly Is the Miller—Carousel—The Muffin Man)
- #750 (Seven Steps—Shoemaker's Dance—Children's Polka—Klappdams)

Order Now! Send cash, check or M.O.

Russell Records
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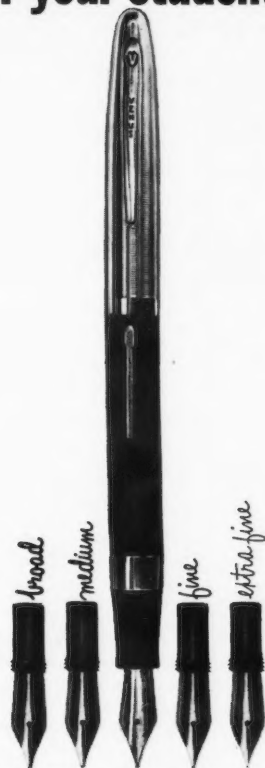
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VENUS

replaceable point pen \$1

Here's the pen that makes the grade with students. Prove it for yourself with our special sample offer (limited time). From 4 Venus replaceable points you pick the one that writes like you...change it, replace it in seconds. Flexible, smooth-writing points speed shorthand, note taking, help make handwriting neater. Slim styling, handsomely chased chrome-finish cap. Fully guaranteed by Venus.

Get Extra 49¢ Point Free!

MAIL SPECIAL OFFER COUPON NOW!

(offer expires November 15, 1959) CSJ-11
Venus Pen & Pencil Corp., Lewisburg, Tenn.
Educational Service Dept., P.O. Box 23

Gentlemen: Please send me _____ Venus
Replaceable Point pens at \$1. each; extra
FREE point with every pen.

Enclosed is:
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Color barrel
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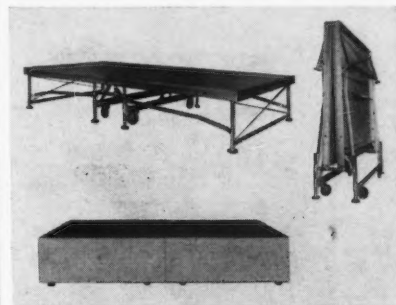
SCHOOL _____

ADDRESS _____

SCHOOL SUPPLIER _____

MODULAR PORTABLE STAGES

A complete line of custom designed, portable stages and chair stands has been announced by Sico Mfg. Co., Inc., Minneapolis 24, Minn. Built to public grandstand safety codes, the staging is offered in interchangeable, modular sections. The sections can be locked together for platforms of various sizes and shapes suited to institutional use. Each stage module



Offered in 5 Heights

folds or unfolds easily and quickly without the use of latches, locks, or levers. When in use, each platform rests not on the wheels, but on direct-to-floor load bearing columns. The compact units need a storage space of only 16½ by 48 in. Constructed of 14-gauge structural steel, plated with zinc lustron, the frame is electrically welded for strength and durability. The wooden deck is easily removed for refinishing. Standard units are available in sizes of 48 by 96 in. and 32 by 96 in., and in heights of 8, 16, 24, 32, and 40 in. Extra accessories are guard rails, posts, corner elbows, and steps. Write for more information.

(For Further Details Circle Index Code 0236)

LONG LASTING PENCILS

A new lead pencil which writes as black as a soft pencil, yet is as strong as a hard pencil is made by Venus Pen & Pencil Corp., Lewisburg, Tenn. The writing point will not break by writing and needs less resharpening than most lead pencils. An improved method of processing clay and graphite structure is the secret of the new lead used in the Venus 3500. Attractive discounts are available on quantity orders.

(For Further Details Circle Index Code 0237)

MOTHPROOFED BAND UNIFORMS

Uniforms by Ostwald, Inc., Staten Island, N. Y., announces Mitin mothproofing of all fabrics used for band uniforms made by the firm. The Mitin chemical is applied during the mill dyeing process. It chemically combines with the fabric fibers for total, lifetime protection against moths and beetle larvae. Cleanings or repeated exposure to the elements will not reduce its protective qualities. The anti-insect compound is odorless, colorless, and completely nontoxic in contact with the skin. Use of the mothproofing guarantees complete wardrobe protection during off-season and vacation periods. Send for more information.

(For Further Details Circle Index Code 0238)

CORRESPONDING CODE INDEX NUMBERS TO
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IN THE READER'S SERVICE SECTION

Weber

Weber—specialists in art materials for the classroom and the student, gives you quality, keeps your budget in mind.

FOR OIL PAINTING CLASSES

Build your oil color instruction around Weber Malfa Oil Colors, in 1 x 4" tubes, the finest colors at prices within your budget. Be further assured of the best results with Weber laboratory-controlled liquids, "Art School" Canvas Boards, Weber Oil Color Brushes.

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Insist on Malfa Water Colors in ½ x 3" tubes or Weber refillable "School Art" Water Color Boxes, reliable Water Color Brushes, Papers.

FOR POSTER WORK & DESIGN

Use Weber non-toxic Tempera Show Card Colors, Weber Water-proof Pigment Inks.

FOR PASTEL WORK & SKETCHING

Weber offers easy-to-use Aqua Pastels that may be water-blended, Weber Charcoal, and the finest papers.

For Your Complete Art Classroom Needs, Specify Weber Artists' Materials.

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Philadelphia 23, Penna.

RELIGIOUS CHRISTMAS CARDS

Religious Christmas cards which reflect the true and deep meaning of Christmas are available from the Newbury Guild, Boston, Mass. Called the "Silent Night" collection, they are printed in natural color with a special verse on each card designed for authenticity and attractiveness. A second group of cards designed for the yuletide season is also offered. Write for more information.

(For Further Details Circle Index Code 0239)

CHALKBOARD LAMPS

Solar Grad, a lighting unit for chalkboards and tackboards, has been introduced by Solar Light Mfg. Co., Chicago, Ill. The unit eliminates glare and shadows on the boards and improves over-all classroom lighting. The fixture is made in readily installed 4- and 8-ft. lengths, with a fluorescent lamp and a permanent finish, parabolic Alzak reflector. Black light fluorescent lamps for use with fluorescent chalks can be accommodated if desired. Write for more information.

(For Further Details Circle Index Code 0240)

PACKAGED CHALKBOARD CLOTHS

Chalk-Off-Cloths in polyethylene storage packages are offered by Majestic Wax Co., Denver, Colo. These eraser cloths are chemically treated to clean chalkboards easily, quickly, abolish chalk dust, and make writing more readable. Safe for all types of chalkboards, they eliminate the time and labor of washing. The polyethylene packages are easy to store and give longer cleaning life to the cloths.

(For Further Details Circle Index Code 0241)

RAISE FUNDS: SELL CANDY

A new candy gift package and plan for fund-raising has been announced by Mason Candies, Inc., Mineola, L.I., N. Y. The candy is sent on consignment to a school or organization and is paid for after the candy is sold. If candy is not sold, it may be returned for full credit. Three of the most popular Mason candies are now attractively packaged in red



Personalized Package

and gold boxes: walnut fudge, chocolate mints, and almond coconut. Each box is wrapped in a personalized sleeve imprinted with the name of school or group, picture, slogan, and address at no extra charge to the group. The candy retails at 75 cents and \$1 per box. An organization can make a net profit of \$12 for each carton of \$1 boxes, and \$9 for each carton of the 75-cent boxes. Send for complete details.

(For Further Details Circle Index Code 0242)

REFILLS FOR FELT-TIP PENS

Inexpensive refill cartridges for Cushman & Denison Mfg. Co., Carlstadt, N. J., are now available. A removable seal screw, inserted after filling at the factory, prevents evaporation or leakage. The screw is easily removed and the aluminum felt tip inserted in its place. The formula ink used in the pens is transparent, waterproof, quick drying, and permanent on all porous surfaces. Refill cartridges come in a choice of eight colors: red, blue, green, yellow, brown, orange, purple, and black.

(For Further Details Circle Index Code 0243)

DECORATIVE POSTERS FOR THE CLASSROOM

A series of colorful posters for decorating grade school classrooms are available from Children's Posters, Springfield, Ill. The series consists of 12 full color posters each measuring 2 by 3 ft. Lithographed on heavy paper, they are shipped ready to attach to the wall. Primary grade posters are: Mother Goose, fairy tales, circus, children of other lands, Alice in Wonderland, and animals and alphabets. Posters for older children are: American Revolution, winning the West, Ballet, history of ships, history of flight, and history of military uniforms. Write for a descriptive folder.

(For Further Details Circle Index Code 0244)

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BOSTON STEEL GEARS MAKE A DIFFERENCE

EFFICIENCY
25% more cutting edges give faster, cleaner points.

DURABILITY.
Gears of hardened steel for longer-lasting service life.

STRENGTH
Rugged, heavy-duty frame for balance and long life.

CLEANLINESS
No fall-out. Nickel plated receptacle locks shut.

Write for information, prices, to Dept. F

C. HOWARD HUNT PEN CO., CAMDEN 1, NEW JERSEY

	<h2>PAPAL, U.S. and SCHOOL FLAGS</h2>
<p>For best value, finest quality materials and workmanship, specify flags and banners in these fabrics exclusive with DETTRA.</p> <p>PARADES AND INDOOR DISPLAY GLORY GLOSS—lustrous medium-weight acetate taffeta DURA-LITE NYLON—the ultimate in durability, lightness ROYAL-OAKS—superb, heavy "Cordura" rayon</p> <p>OUTDOOR FLAGS AND BANNERS BULLDOG BUNTING—exceeds Govt. specifications DURA-LITE NYLON (Outdoors)—outwears all others</p> <p>Flags in stock or made to order, individually or complete outfit including pole, ornaments, fringe, tassels, stand.</p> <p>See your Dettra Dealer for full details or write Dept. CS</p>	
	<h2>DETTRA FLAG CO., INC.</h2> <p>OAKS, PENNSYLVANIA</p> <p>Flagmaker to America for more than 50 years.</p>



SLIDE MAKING EQUIPMENT

● IDEAL 3 1/4 x 4" LANTERN SLIDE MATS

The Professional Standard For 50 Years!

Package - 25 mats.....50c
Box - 100 mats.....\$1.85
1000 in bulk (not assorted).....\$15

● "RIGHT SIDE UP" Red Spot Identification Labels: Quality-White-gummed-Accepts Ink No. 4008. Box of 250.....\$3



● Type Your Own Slides on B&J RADIO MATS
Special carbon for writing or typing titles - transparent cellophane and masking mat included. White, amber or green.

2x2" (100 slides) \$2 - 3 1/4 x 4" (50 slides) \$1.50

● NEW SLIDE FILE

Notebook style-displays 12 slides in full view The VUE-FILE mount fits standard 3-ring binder. No. 4010.

Box of 25.....\$8.75
Box of 100 \$35.00.

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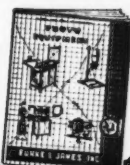


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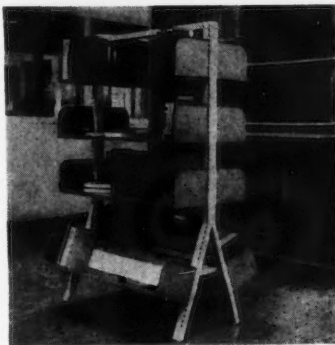
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LIBRARY SHELVING UNIT

The W. R. Ames Co., Milpitas, Calif., has announced a new steel library shelving unit. The double-face Y-frame is 60 in. high and supports as many as eight standard 3-ft. bracket-type shelves. The shelves, adjustable



Available in 18 Colors

to any desired vertical spacing, come in 8-, 10-, and 12-in. depths. Lower shelves are angled for easy reference. The unit can be equipped with divided shelves for vertical filing and reference. Adjustable dividers are inserted in slots along the shelf for periodicals which cannot stand vertically. Available in 18 decorator colors. More detailed information can be obtained by writing to the manufacturer.

(For Further Details Circle Index Code 0245)

TEACHER'S AIDS FOR SALE

WALL CHART DEPICTS MAN'S PROGRESS

"The Dawn of This Age," reproduces the educational display contained in the Hall of Progress, DoAll Co., Des Plaines, Ill., on a colorful 22 by 34-in. wall chart. The poster records 157 major events behind the mechanical, social, and cultural history of the Industrial Revolution. Single copies are 50 cents, orders of 100 or more are 25 cents each from the company.

(For Further Details Circle Index Code 0246)

FLANNELBOARD AND "CUTOUTS"

Fun 'N Felt is an educational game from Leisure Industries, Forest Hills, 75, N. Y. The set consists of an 18 by 28 in., oak framed, green flannelboard and stand, with 125 felt cutouts. The board has a rubber-tipped stand which can be placed on the floor or a table. Felt pieces, cut three in. high, consist of 11 numerals, 52 capital letters, and 62 colorful shapes and things. The learning game helps improve spelling and arithmetic for children aged 3 to 11 years and is suitable for kindergarten and primary grades.

(For Further Details Circle Index Code 0247)

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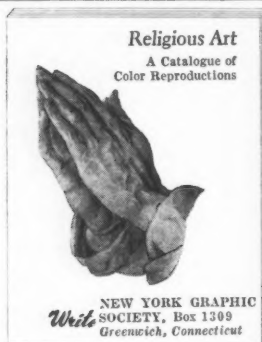
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AIDS FOR THE BUSINESS CLASS

Two booklets that explain office filing techniques to the business class are offered free by Acco Products Division of Natser Corp., Ogdensburg, N. Y. Material includes lesson plan, a 12-page picture booklet on "Ideas That Save Time and Space," and a question-answer review. The booklets are available in quantities for distribution to students.

(For Further Details Circle Index Code 0248)

CONSERVATION LITERATURE

School librarians and teachers of economic resources classes may be interested in reprints of Marion Clawson's article, "Our National Parks in the Year 2000," from the July, 1959, issue of the *National Parks Magazine*. Send for a free copy from Resources For the Future, Washington 6, D. C.

(For Further Details Circle Index Code 0249)

LANGUAGE BULLETIN IN CATHOLIC EDITION

Sister M. Xavier, a member of the Ursuline Sisters of Louisville, Ky., has joined the Globe Book Company's educational staff and is editing a Catholic edition of *Globe Language Arts Bulletin*, which is sent without charge to teachers who request it from Globe Book Co., New York 10, N. Y. This Catholic edition of the *Bulletin* is packed with help for the teacher of English.

(For Further Details Circle Index Code 0250)

MANUAL TELLS HISTORY OF GLASS

"The Story of Glass Containers" is an interesting teaching unit published by the Glass Container Mfgs. Institute, Inc., New York 16, N. Y. The 16-page, illustrated booklet has four parts, each with a list of suggested activities; an outline for an assembly program; and a bibliography. It might be used in science, social studies, history, geography, or art classes. Quantity copies for classroom use are free from the institute.

(For Further Details Circle Index Code 0251)

ALLOY STEELS IN THE SPACE AGE

"Principal Alloying Elements in Steel" is a 16-page booklet written for high school and college freshmen chemistry students. It contains seven sections on the elements, properties, and uses of steel alloys, including a world map of principal ore deposits and useful charts and tests. Send for a free copy from public relations department of United States Steel Corp., New York 6, N. Y.

(For Further Details Circle Index Code 0252)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

MANUFACTURER'S NEWS

Under a lease-purchase plan Bell & Howell's new Filmosound 16mm. projectors may be leased by schools and churches on a low fee basis. The new merchandising policy allows as much as 100 per cent of the fee to be applied toward the purchase price of the unit during a 12-month period. Details are available from Bell & Howell dealers.

Henry Holt & Co., Inc., New York 17, N. Y., has obtained publishing and sales rights for "Scientific Chemistry Experiments" and "Superstition to Supersonics," science teaching materials developed and formerly distributed free by the Manufacturing Chemists' Assn., Washington 9, D. C. The Association will continue to distribute its free guidance brochure, "Frontiersmen of the Future."

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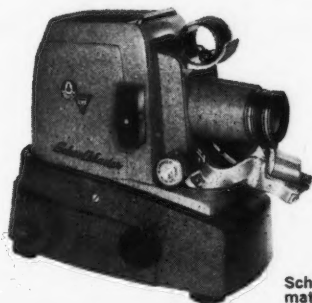
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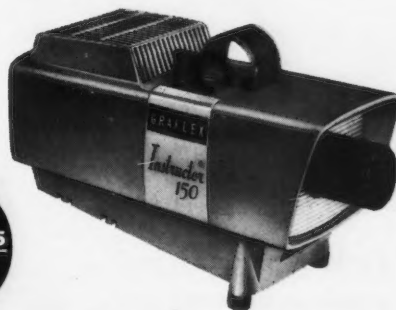
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